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ABSTRACT

This abstract bibliography on Young Children with Handicaps is comprised of four parts. Part I concerns emotional disturbance and specific learning disabilities; Part II relates to the aurally, visually, orthopedically, and speech handicapped; Part III concerns educable and trainable mentally handicapped; and Part IV lists resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children. Citations were taken from "Research in Education," "Current Index to Journals in Education," and "Exceptional Child Education Abstracts. (For related document, see PS 006 535.) (DB)

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YOUNG CHILDREN WITH HANDICAPS: PART II

Physically Handicapped

An Abstract Bibliography

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Introduction

Young Children with Handicaps: An Abstract Bibliography is divided into four parts:

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Part II: Aurally handicapped; visually handicapped, orthopedically handicapped (other chronic health problems); and speech handicapped

Part III: Educable and trainable mentally handicapped

Part IV: Resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children.

Citations for this selective bibliography were taken from the ERIC monthly abstract journal Research in Education (RIE), January 1969 - December 1972 and the Current Index to Journals in Education (CIJE), January 1969 - November 1972. Document listings were also obtained from the abstract journal Exceptional Child Education Abstracts, published by the Council for Exceptional Children.

Document citations with ED numbers are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except when marked "microfiche only." (See ordering directions in the back of this publication.) Journal article citations listed in CIJE are not available through EDRS. To consult these references, see the journal issue cited.

Another ERIC/ECE publication, Multiply Handicapped Children: A Bibliography, cites documents concerning children with multiple handicaps. The bibliography is available through the University of Illinois Curriculum Laboratory, 1210 West Springfield Avenue, Urbana, Illinois 61801.

We would like to express our appreciation to the staff of the ERIC Clearinghouse on Exceptional Children for their help in compiling this bibliography. For additional information on exceptional children contact the ERIC Clearinghouse on Exceptional Children, Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.

AURALLY HANDICAPPED

1. Asp, Carl W. The Effectiveness of Low-Frequency Amplification and Filtered-Speech Testing for Preschool Deaf Children. Mar 1972, 306p. ED 065 977

Auditory Perception; Auditory Tests; *Auditory Training; Aurally Handicapped; *Deaf; *Exceptional Child Research; *Preschool Children; *Speech Tests; Statistical Data

In order to study effectiveness of low-frequency amplification and filtered-speech testing for preschool deaf children, an experimental design permitting the teacher to speak simultaneously through two different amplifying systems, a low-frequency auditory training unit (Suvaq I) and a conventional auditory training unit (Warren T-2), was used with 30 children. All teachers utilized the Verbo-tonal Method for habilitating the children, who were assigned to one of the two amplifying systems. Speech samples were tape-recorded at 4-month intervals, judged, and analyzed statistically. Significant improvement over testing times for both groups was found, although the Suvag group demonstrated a greater rate of improvement than the Warren group. The condition of visual and auditory clues with amplification was reported to be the best experimental condition for most children. Significant differences between the groups in terms of vocalization was found, with the Suvag group vocalizing more times per minute than the Warren group. Significant correlation was also reported between rating value and hearing level. Electrical and acoustic responses of the Suvag I unit indicated that the unit passed more low-frequency energy than the Warren unit. Reporting of related research concluded the interim report.

2. Asp, Carl W. The Effectiveness of Low-Frequency Amplification and Filtered-Speech Testing for Pre-School Deaf. May 1970, 6p, ED 043 144

*Auditory Training; *Aurally Handicapped; *Exceptional Child Research; *Hearing Aids; Preschool Children

To evaluate the effectiveness of low-frequency amplification, three classrooms were equipped in an experimental design in which the teacher spoke simultaneously through two different amplifying systems, a low-frequency auditory training unit (Suvag I) and a conventional unit (Warrent T-2). Thirty preschool deaf children were matched and assigned to either unit. The same type of output transducers were utilized for all the children. Teachers used the Verbo-tonal Method (primarily

an auditory program) for habilitation. The low-frequency unit produced a greater acoustic habilitation. The low-frequency unit produced a greater acoustic response below 500 Hz. Hearing aids were selected that produced frequency responses similar to the training units (the Mini Suvag for children on the low-frequency unit, the Zenith Vocalizer II for the conventional unit). A Bruel and Kjaer test system was used to evaluate the training units and hearing aids. The Mini Suvag, capable of simultaneously driving a vibrator and a headset, had a greater low-frequency response.

3. Aurally Handicapped - Programs: A Selective Bibliography. Council for Exceptional Children, Arlington, Va. Jul 1972, 32p. ED 065 968

*Abstracts; *Aurally Handicapped; *Bibliographies; *Educational Programs; *Exceptional Child Education

The selected bibliography on educational programs for the aurally handicapped contains approximately 90 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1971.

4. Aurally Handicapped - Programs: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Feb 1971, 22p. ED 052 568

*Annotated Bibliographies; *Aurally Handicapped; *Bibliographies; Deaf; *Exceptional Child Education; Hard of Hearing; Language Instruction; *Program Descriptions

The bibliography, one in a series of over 50 similar listings related to handicapped and gifted children, contains 89 references selected from Exceptional Child Education Abstracts dealing with programs for the aurally handicapped. Bibliographic data, availability information,

indexing and retrieval descriptors, and abstracts are given for all entries, which include texts, journal articles, program and curriculum guides, and other literature. Subject and author indexes are provided.

5. Aurally Handicapped - Research: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Feb 1971, 25p. ED 052 569

*Annotated Bibliographies; *Aurally Handicapped; *Bibliographies; Deaf; *Exceptional Child Research; Hard of Hearing; *Research Projects

Eighty-nine references, including research reports, texts, journal articles, and other research-related literature, are included in the bibliography on research concerning aurally handicapped children (both the deaf and the hard of hearing). The bibliography, containing bibliographic data, availability information, indexing and retrieval terms, and abstracts for all entries, is one in a series of over 50 similar compilations related to handicapped and gifted children. Author and subject indexes are provided. References were selected from Exceptional Child Education Abstracts.

6. Babbidge, Homer D.; And Others. Education of the Deaf. A Report to the Secretary of Health, Education, and Welfare by His Advisory Committee on the Education of the Deaf. 1965, 154p. ED 014 188

*Deaf; *Special Education; *Educational Needs; Adolescents; Adults; Aurally Handicapped; Children; College Programs; Educational Programs; Elementary Education; Federal Programs; Post Secondary Education; Preschool Programs; Research; Secondary Education; Teacher Education; Gallaudet College; Advisory Committee on the Education of the Deaf

In an effort to define problems which confront deaf individuals and those who are responsible for their education and development, an Advisory Committee was appointed in March 1964 by the Secretary of Health, Education, and Welfare. In this report the committee presents considerations and recommendations on the following subjects--(1) preschool, elementary, and secondary education, (2) selection of educational programs for deaf persons, (3) post-high school programs for the deaf, (4) Gallaudet College, (5) federal programs, and (6) research relevant to deaf education. In addition, tables and charts to clarify the statistics are presented. The appendixes to the study include historical background of deaf education, a discussion of deaf education in five European countries, and selected data submitted by schools and classes for the deaf.

7. CEC Selected Convention Papers: Annual International Convention: Communication Disorders. Council for Exceptional Children, Washington, D.C. Apr 1968, 27p. ED 031 862

Abstracts; Articulation (Speech); Attention Control; *Aurally Handicapped; *Conference Reports; Environmental Influences; *Exceptional Child Education; Preschool Children; Primary Education; Program Planning; *Speech Handicapped; Speech Therapists; Stuttering; Teaching Methods; Vocabulary

Communication disorders presentations include the following: expectations of the teacher of the deaf for audiological and psychological services to the young deaf child by Doin E. Hicks; questions and answers on stuttering therapy by Frank J. Falck; the knowledge of words of a deaf child by Toby Silverman; and a comparative study of the modality and traditional treatment approaches to articulation therapy by Anne Carroll. An abstract on the employment environment by Stanley Ainsworth is given. A panel report on communication disorders, specifically attention, discusses a longitudinal study on the primary years by Vilma Falck and gives specific suggestions relevant to the use of language. This unit of reports is available in microfiche.

8. Characteristics of Hearing Impaired Students Under Six Years of Age, United States: 1969-70. Gallaudet College, Washington, D.C. Office of Demographic Studies. Feb 1972, 49p. ED 060 593

Age Groups; *Aurally Handicapped; *Educational Programs; Hearing Loss; *National Surveys; *Preschool Children; *Statistical Data

Data from the Annual Survey of Hearing Impaired Children and Youth are given on the characteristics of approximately 6,400 students under 6 years of age enrolled in special education programs for the hearing impaired during the 1969-70 school year. Statistical tables describe the age, sex, and hearing threshold levels (better ear averages) of the children. Also provided is information concerning type and size of educational programs attended, age at onset of hearing loss, age started education, and whether parents are receiving training to assist in the education of their children.

9. Communication Methods for the Hearing Impaired. Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C. 1967, 90p. ED 021 381

Exceptional Child Education; Aurally Handicapped; Communication (Thought Transfer); Language; Teaching Methods; Deaf; Cleft Palate; Speech Sign Language; Visible Speech; Preschool

Attitudes; Thought Processes; Preschool Children; Children; Conference Reports; World Federation of the Deaf

Communication methods for the hearing impaired are discussed in 12 conference papers. Papers from the United States are Adjustment through Oralism by G. Fellendorf. Prospectus of Patterning (a method of teaching speech to deaf children) by M.S. Buckler, and Visual Monitoring of Speech by the Deaf by W. Pronovost Papers from the U.S.S.R., Poland, and Czechoslovakia describe the Attitude of Deaf Pupils to Mastering Verbal Speech, Functional Signs as International Language of the Deaf, Development of the Speaking Ability and Some of the Thinking Functions in Deaf Children, Factors Influencing the Distinctness of the Acquired Speech of the Deaf, Investigation of Lip Reading in Deaf, Influence of Impediments in Hearing on Development of Speech in Children with Cleft Palate, Diagnostic Importance of Musical Factors of Speech in Deafness, Continuity in the Methods of Work with Speech both in the Kindergarten and at School as a Pledge of Successful Mastering of Speech by a Deaf Child, and a Contribution to Audiological Problems in Human Communication.

10. Cronin, Frances, Ed. Proceedings of the Special Study Institute for the Early Identification and Education of Children with Hearing Impairment (Ages 0-4). Feb 1968, 84p. ED 036 038

*Aurally Handicapped; Child Development; Early Childhood; *Educational Programs; *Exceptional Child Education; Identification; Language Handicaps; Perceptual Motor Learning; *Preschool Children; Remedial Programs

A summary is given of the proceedings of a special study institute which investigated the problem of identifying the preschool or the pre-nursery child with a hearing impairment as well as potential problem areas in educational programming for him. Considered are the healthy child, some of the deviant functioning of the impaired child, and identification and educational remediation, particularly in language and perception. Speeches and panel reports discuss the following topics: Reasons for a special study institute, Contemporary Perspectives on the Education of the Deaf, Acceptance and Understanding in Child Growth and Development, Deviant Functioning of the Young Child, Language Disorders in Preschool Children, and the Dynamics of Sensory Motor Experiences from Infancy to 6 Years. A summation is given of the conference proceedings.

11. Curriculum Guide for Preprimary Hearing-Impaired Children 3-6 Years of Age. Minnesota State Dept. of Education, St. Paul; Minnesota Univ., Minneapolis. 1971, 346p. ED 064 812

PS 003 639

Articulation (Speech); *Aurally Handicapped; Child Development; *Curriculum Guides; *Early Childhood; *Exceptional Child Education; *Language Development; Reading

The lengthy and detailed curriculum guide is said to form a basis for stimulating development of the young hearing impaired child (age 3 to 6 years) in all aspects of growth. The systematic presentation of the content is thought to help the child integrate into his whole personality the oral communication skills that permit him to function in his environment. Initial topics presented in the guide are educational goals and support factors; neurological and motor, cognitive and emotional-social development of child, aged 30 to 36 months and of child aged 3 to 6 years; and the cognitive approach according to Jean Piaget, modified for pre-preimary hearing impaired children. The first curricular unit contains nursery level through grade one activities on expanding concepts through social studies and science. Examined next are the sequential stages in the development of language. The second major unit focuses on developing concepts and skills in reading. Discussion of sequential stages in the development of mathematic concepts then follows. A short section on the sequential stages in the development of speech precedes the unit on dimensions of speech development for the hearing impaired. A brief section on auditory training concludes the guide.

12. Diagnosis of Hearing Loss. Alexander Graham Bell Association for the Deaf. 1967, 47p. ED 021 384

Exceptional Child Education; Aurally Handicapped; Identification; Deaf; Hard of Hearing; Infants; Preschool Children; Children; Citology; Auditory Evaluation; Audiometric Tests; Audition (Physiology); Hearing Loss; Research Projects; Conference Reports; World Federation of the Deaf; Waardenburg Syndrome

Seven conference papers from the U.S.S.R., India, Poland, Czechoslovakia, and Yugoslavia consider the diagnosis of hearing loss. They are Examination of Hearing of Children, Aged from 2 to 5, by Means of Playing Audiometry by A.P. Kossacheva, A Study of the Etiology and Pattern of Deafness in a School for the Deaf in Madras, South India by Y.P. Kapur, Observations on Early Discovery of Deafness by A. Jasienska and B. Dwornicka, Diagnosing of Deafness in Czechoslovakia by F. Brohm, Selective Examination Methods of Hearing in Infants by L. Sibieszczanska-Radoszewska and D. Borkowska-Gaertig, Some Characteristics of Waardenburg Syndrome in Defective-Hearing and Normal Children by H. Siedlanowska-Brzosko, and Results of Audiological Examinations of the Deaf in Belgrade by M. Simonovic.

13. DiJohnson, Albert; And Others. Craig Lipreading Inventory. Oct 1971, 6p. ED 060 048

Aurally Handicapped; Aural Stimuli; Communication Skills; *Deaf Children; Deaf Education; Deaf Research; Hearing Therapy; *Lipreading; Phonemes; *Pictorial Stimuli; Preschool Children; Rehabilitation Programs; Response Style (Tests); Sign Language; *Speech Improvement; Speech Tests; Test Interpretation; Tests; *Word Recognition

This speech inventory used in a study of aurally handicapped children (See TM 001 129) measures lipreading ability. The 33-item inventory represents a meaningful sample of phonemes in Standard American English. This measure can be presented either live or by 16 millimeter film. See also ED 060 046 - ED 060 049.

14. DiJohnson, Albert; And Others. An Investigation of the Verbotonal Method with Preschool Deaf Children: A Preliminary Interim Report. Oct 1971, 64p. ED 060 045

*Aurally Handicapped; Aural Stimuli; Communication Skills; Comparative Analysis; Deaf Children; *Deaf Education; Deaf Interpreting; Deaf Research; *Hearing Therapy; Instructional Innovation; Lipreading; *Preschool Children; Rehabilitation Programs; Sensory Training; Sign Language; Speech Improvement; *Speech Instruction; Speech Tests; State Programs; Teaching Techniques

The Verbotonal method of teaching the deaf (that is, training the deaf to make maximum use of their limited hearing) is considered in relation to the effect it has on verbal communication. Results from a sample of 50 nursery school students indicate that (1) the speech of the children tuaght by Verbotonal improved significantly more than did the speech of the children taught by a typical conventional approach; (2) for those children who scored high in social competency and in lipreading, the speech gains of the Verbotonal pupils were approximately twice the speech gains of the control children; (3) four American teachers successfully learned the Verbotonal method of teaching the deaf; and (4) video tapes were produced to document the Verbotonal method and the successful results achieved with this method. See also TM 001 130-133 for the various speech tests and teacher evaluation form used in the study.

15. DiJohnson, Albert; And Others. Preschool Connected Speech Inventory. Oct 1971, 1p. ED 060 047

*Aurally Handicapped; Aural Stimuli; Communication Skills; Deaf Children; Deaf Education; Deaf Research; *Hearing Therapy; Lipreading; Pictorial Stimuli; *Preschool Children; Rehabilitation Programs; Response Style (Tests); Sensory Training; Sign Language; *Speech Improvement; *Speech Tests; State Programs; Test Interpretation; Tests

This speech inventory developed for a study of aurally handicapped preschool children (see TM 001 129) provides information on intonation patterns in connected speech. The inventory consists of a list of phrases and simple sentences accompanied by pictorial clues. The test is individually administered by a teacher-examiner who presents the spoken stimulus along with the pictorial clue, with amplification but without lipreading cues. The tests is evaluated on intelligibility and quality of the child's spoken response. See also TM 001 130, TM 001 132, and TM 001 133.

16. DiJohnson, Albert; And Others. Preschool Speech Production Test. Oct 1971, 1p. ED 060 046

*Aurally Handicapped; Aural Stimuli; Communication Skills; Deaf Children; Deaf Education; Deaf Research; Hearing Loss; *Hearing Therapy; Instructional Innovation; Lipreading; *Preschool Children; Rehabilitation Programs; Response Style (Tests); Sensory Training; Sign Language; *Speech Improvement; *Speech Tests; State Programs; Teaching Techniques; Test Interpretation; Tests

This 44-item test developed for a study of aurally handicapped children (see TM 001 129) measures preschool speech production. It is a combination of 19 vocalization items and a 25-item word list. The test is individually administered by a teacher-examiner who presents the spoken stimulus to the child, with amplification but without lipreading cues. The test is evaluated on intelligibility and quality of the child's spoken response. See also ED 000 047 - ED 000 049.

17. DiJohnson, Albert; And Others. Teacher Reaction Form. Oct 1971, 1p. ED 060 049

*Aurally Handicapped; Aural Stimuli; Communication Skills; Deaf Children; *Deaf Education; Deaf Research; Hearing Therapy; Lipreading; *Preschool Children; Program Evaluation; Rehabilitation Programs; Response Style (Tests); Sensory Training; Sign Language; *Speech Improvement; Speech Tests; State Programs; *Teacher Attitudes; Test Interpretation; Tests

This reaction form contains light open-ended questions designed to evaluate teacher attitudes toward the Verbotonal method which emphasizes training to help the deaf make maximum use of their limited hearing. The form was part of a study of aurally handicapped children (see ED 060 045). See also ED 060 046-47.

18. Educating Deaf Children: The Total Approach. Santa Ana Unified School District, California. 1971, 21p. ED 063 721

*Aurally Handicapped; Communication Skills; *Exceptional Programs; Elementary School Students; *Exceptional Child Education; Language Development; *Manual Communication; *Oral Communication; Preschool Children; Program Descriptions; Speech Skills

The use of total communication in educating deaf preschool and elementary school students in the Santa Ana Program for the Hearing Impaired, Orange County, California, is described. Total communication is explained to consist of auditory training, speech, speechreading, fingerspelling, and the language of signs. Aspects of the program described are parent preparation and instruction in total communication, the large number of visitors to the school, the most common question asked by visitors, activities over the last 3 years involving both hearing and hearing impaired children, achievement tests, teacher reaction to total communication, reaction of parents of hearing children involved in the program, psychological reactions of hearing impaired children to total communication, and the principal's observations on the program. The program is thought to be highly successful by all those involved.

19. Evaluation of the 1970-71 ESEA, Title VI-A, Cued Speech Program for Aurally Handicapped Children. Gallaudet College, Washington, D.C. 1971, 18p. ED 064 827

*Aurally Handicapped; *Cued Speech; Early Childhood Education; Educational Programs; *Exceptional Child Research; Language Development; *Nonprofessional Personnel; Preschool Children; Primary Grades; *Program Effectiveness

Reported was program effectiveness of a cued speech program for aurally handicapped children in nursery and primary classes. Project objectives were explained to be training teachers and tutors (paraprofessionals) of the classes for the aurally handicapped and the parents of the pupils enrolled in the techniques of cued speech and to employ these techniques of cued speech with children in nursery and primary levels. Participating were 15 teachers, 10 tutors, 60 children, and a limited number of parents. During the first year of the project, three areas of cued speech training were emphasized; development of vocabulary lists from which an instrument was designed to assess language

acquisition by the children in receptive and expressive areas; training of all staff members in cued speech method of teaching language; and classes conducted for parents and other interested groups. The data regarding the language development of the children showed that receptive and expressive language acquisition could be measured with the test instrument developed and that these data clearly indicated the child's language growth. It was concluded that for cued speech to serve children to the greatest degree possible, more parents needed to participate in the program.

20. Fellendorf, George W.; And Others. Bibliography on Deafness, A Selected Index. 1966 ED 011 730 Not available from EDRS.

*Bibliographies; *Deaf; *Hard of Hearing; *Special Education; American Annals of the Deaf; Aphasia; Arithmetic; Art; Audiology; Auditory Training; Day Schools; Deaf Blind; District of Columbia; Hearing Aids; Instructional Materials; Language; Lipreading; Manual Communication; Multiply Handicapped; Music; Parents; Preschool Children; Psychology; Reading; Religion; Science Education; Social Studies; Speech; Teacher Education; Vocational Education; Vocational Rehabilitation; Volta Review

Approximately 3,200 references are listed by author and grouped according to subject. All references are articles from "The Volta Review," 1899 to 1965, or "The American Annals of the Deaf," 1847 to 1965. An author index is included.

Availability: Alexander Graham Bell Association for the Deaf, Inc., The Volta Bureau, Washington, D.C., $3.50 (paperback), $10.00 (cloth).

21. Ferguson, Sue; And Others. Onward, Upward and Outward. 1971, 439p. ED 057 531

*Aurally Handicapped; Bibliographies; *Childrens Books; *Exceptional Child Education; Instructional Materials; *Manipulative Materials; Preschool Children; *Resource Guides; Skill Development; Toys

The document is intended to provide teachers and parents of preschool or kindergarten aurally handicapped children with a resource of materials and books which can be used to provide and supplement experiences for the child. Play and other manipulative materials are analyzed in chart form according to the skill(s) which they develop. Included are such materials as water and sand toys, wheel toys, blocks, rhythm and listening materials, woodworking supplies, dramatic play materials, art and science activities, readiness materials, language materials, visual aids, games, and puzzles. Indicated for each item are publisher or manufacturer, catalog number, and list price. Another section lists books on various topics, which are

also evaluated in chart form. Indicated are title, author, publisher, copyright date, price, major interest topics, auditory content, quality of pictures, and language principles found in the book. A final section lists regional programs in Illinois and referral sources.

22. Forsythe, Patria G.; Fein, Judith G. A Review of Selected Program Activities in the Education of the Deaf. Feb 1969, 17p. ED 029 429

Advisory Committees; *Aurally Handicapped; Deaf Blind; Demonstration Programs; *Educational Programs; Elementary Schools; *Exceptional Child Education; *Federal Legislation; Films; Higher Education; Preschool Education; Private Colleges; Secondary Schools; Teacher Education; Technical Institutes; Vocational Education

Program activities sponsored by the Department of Health, Education, and Welfare in the education of the deaf reviewed include Gallaudet College, National Technical Institute for the Deaf, National Advisory Committee on Education of the Deaf, Model Secondary School for the Deaf, and Captioned Films for the Deaf. Also summarized are centers and services for deaf blind children, and legislation both for preparation of professional personnel and for research and demonstration programs. Further information concerns the Elementary and Secondary Education Act and Amendments. Handicapped Children's Early Education Assistance Act, Higher Education Amendments of 1968, and Vocational Education Amendments of 1968. Addresses for inquiries regarding each area of activity are given.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

23. Fusfeld, Irving S. (Ed.) A Handbook of Readings in Education of the Deaf and Postschool Implications. 1967, 380p. ED 034 351 [Not available from EDRS]

Academic Education; Administration; Auditory Evaluation; *Aurally Handicapped; *Educational Programs; Etiology; *Exceptional Child Education; Guidance Services; Hearing Aids; *Identification; Language Development; Multiply Handicapped; Parent Role; Preschool Programs; Psychological Evaluation; Regular Class Placement; Teacher Education; Teaching Methods; Vocational Education; *Vocational Rehabilitation

Articles ranging from medical and technical aspects of deafness to its social and psychological implications are included in the collection. Discussed are the basic principles of educating the deaf and a history of that education, the causes of hearing loss in children, the necessity of early assessment, and some current trends and problems in education. Further presentations concern preschool training, the types of school

organization and child placement, several aspects of school programs (including academic subjects), the development and problems of communication, the accomplishments and training of teachers, aspects of auditory amplification in actual use, vocational preparation, guidance services, and the role of the family in education. Attention is also given to the appraisal of problems, the difficulties of multiply handicapped children, psychological considerations, research, rehabilitation, and prospects after formal education is completed.

Availability: Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois 62703 ($18.00)

24. Griffiths, Ciwa. Conquering Childhood Deafness, a New Technique for Overcoming Hearing Problems in Infants and Children. 1967, ED 016 343 [Not available from EDRS]

Exceptional Child Research; Preschool Children; Aurally Handicapped; Teaching Methods; Deaf; Children; Infants; Hearing Aids; Aural Stimuli; Auditory Training; Auditory Evaluation; Auditory Tests; HEAR Foundation; Hearing Education Through Auditory Research Foundation

A technique for overcoming hearing problems in infants and children is described in this book which also reports on 10 years of HEAR (Hearing Education through Auditory Research) Foundation achievements. Any child is eligible for audiometric evaluation and/or therapy at the Foundation which routinely fits children with binaural aids. Explanations are given for auditory procedures, techniques for auditory training and screening of infants, and the fitting of the binaural aids--two separate units with microphones, power controls, and receivers. The HEAR training unit 1a, which can supply an amount of sound equivalent to the amount of loss in any frequency range, is described. The importance of the early use of amplified sound is stressed. A study of 42 infants, from age 30 days to 33 weeks, who were fitted with binaural aids as soon as a hearing loss was discovered, is reported. Aids were worn all day and therapy ranged from 6 weeks to more than 1 year. Of the infants, 74 percent became normally responsive. Theories for the change in hearing level are presented. All 42 infant case studies are briefly discussed. The appendixes include photographs of hard of hearing children, a description of the Hearometer used for screening, and tables containing details of the infant study.

Availability: Exposition Press, Inc., 386 Park Avenue South, New York, New York 10016 for $5.00.

25. Grinker, Roy R., Sr., (Ed.); And Others. Psychiatric Diagnosis, Therapy and Research on the Psychotic Deaf. Final Report. Sep 1969, 121p. ED 043 166

*Aurally Handicapped; Clinical Diagnosis; Cognitive Processes; *Mentally Handicapped; Preschool Education; Psychiatric Services; *Psychiatry; Psychosis; *Psychotherapy; Research Projects

Described is an extensive research and demonstration project in Illinois concerned with the deaf mentally ill. Purposes were to gain experience and knowledge needed to provide therapy for such persons, train professional personnel in therapeutic processes, establish inpatient and outpatient facilities in the State Mental Health system for such patients, and develop and test research hypotheses related to concept formation, symbolic representation, prevention of mental illness, and techniques of rehabilitation. Diagnositc studies to determine commonality of syndromes and of psychodynamics and responses to various therapies were conducted with deaf mentally ill persons being treated in various situations. Findings are presented and recommendations made. Sections deal with inpatient psychotherapy, group therapy, family history, private office treatment, deaf children, a preschool nursery for deaf children, cognitive process in deaf and hearing subjects, EFG changes under differing auditory stimulations, and EFG findings on deaf psychiatric patients. Publications from the project are listed.

26. Hamel, Clara A. Language Curriculum Based on Concept Formation and Transformational Grammar. 1971, 187p. ED 056 434

*Aurally Handicapped; Concept Formation; Early Childhood Education; Elementary Education; *Exceptional Child Education; *Language Development; *Language Instruction; Secondary Education; Sentence Structure; Teaching Methods; Transformation Theory (Language)

The language curriculum initiated at the Rhode Island School for the Deaf consists of two stated innovations in teaching methods, which are language development through concept formation and application of transformational grammar. Description of the teaching method reveals that aurally handicapped pupils learn to analyze sentence structure by studying the entire sentence as a unit, not in parts. The sentences are said to evolve from any language lesson, whether the concept pertains to arithmetic, science, or social studies. The language program is explained for deaf children at preschool, elementary, and secondary levels. The five basic sentence patterns used in the curriculum consist of a noun phrase and intransitive predicate, a noun phrase and transitive predicate, noun phrase and linking verb with adjective, noun phrase and linking verb with predicate noun phrase, and noun phrase and linking verb with adverb. A brief section introduces stress, pitch, and juncture in sentences.

27. Harris, Grace M. Language for the Preschool Deaf Child. 1963
ED 015 568 [Not available from EDRS]

Exceptional Child Education; Aurally Handicapped; Language; Preschool Children; Deaf; Teaching Guides; Language Development; Language Instruction; Responsibility; Learning Activities; Lesson Plans; Lipreading; Parent Child Relationship; Parent Education; Parent Responsibility; Reading Readiness; Records (Forms); Sensory Experience; Nursery Schools; Auditory Training; Children; Community; Speech Instruction; Adjustment (To Environment)

Written for both parents and teachers, this book presents concrete suggestions regarding the adjustment of the deaf child and his family to the community in which they live. Speech, speech reading, auditory training, reading readiness, and other developmental activities are discussed in relation to language development. Fundamental language training and activities for language development are described. There are 115 specific lesson plans covering the above categories. The last section presents information for organizing a nursery school for hearing-impaired children. The physical facilities, staff, equipment, supplies, teaching materials, and record forms are described. A bibliography of 223 references is included.

Availability: Grune and Stratton, 381 Park Avenue South, New York, N.Y. 10016 ($7.25)

28. Hart, Beatrice Ostern. Teaching Reading to Deaf Children. The Lexington School for the Deaf Education Series, Book, IV. 1963
[Not available from EDRS]

Exceptional Child Education; Reading; Teaching Methods; Aurally Handicapped, Deaf; Reading Instruction; Reading Programs; Instructional Materials; Adolescents; Beginning Reading; Children; Developmental Reading; Functional Reading; Learning Activities; Preschool Children; Preschool Education; Reading Development; Reading Materials; Teaching Guides; Teaching Procedures; Lexington School for the Deaf

The Lexington School for the Deaf Educational Series consists of a collection of monographs, representing the thinking of skilled teachers in a particular subject area. This monograph presents teachers of the deaf with a developmental program for teaching reading. The philosophy of this program is explained, and various techniques for motivation and evaluation are discussed. The use of instructional materials, and an organized sequence of reading experiences are explained. The book defines developmental levels (flexible to allow for uneven progress of deaf children) for teaching reading and explores methods for attaining different goals at

each age level. On the preschool level, satisfying experience with language is discussed. Various techniques for improving memory, classification and generalization skills, visual discrimination, and visual-motor skills are presented. For the primary level (grades 1 and 2, ages 6 to 9) the following skills are discussed--sight vocabulary, word recognition, reading in thought units, beginning use of the dictionary, interest in stories, and dramatic play. For the intermediate level (grades 3 to 5, ages 9 to 12) independent reading and selection of reading materials is discussed. The objectives presented for the advanced level (ages 12 to 17) are development of study skills, critical reading, and appreciation of literature. Each section contains examples of instructional materials. A 76-item bibliography of books, pamphlets, manuals, and workbooks is included.

Availability: The Alexander Graham Bell Association for the Deaf, Inc., The Volta Bureau, 1537 35th Street, N.W.; Washington, D.C. 20007 ($4.25)

29. Hayes, Gordon M.; Griffing, Barry L. A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California. 1967, 54p. ED 022 294

Exceptional Child Education; Aurally Handicapped; State Programs; Program Planning; Administration; Educational Needs; Vocational Education; Educational Planning; Deaf; Hard of Hearing; Elementary Grades; Secondary Grades; Multiply Handicapped; Standards; Student Evaluation; Placement; Preschool Programs

Recommendations are made for the improvement of the education of the deaf and severely hard of hearing in California. Minimum essentials for preschool, elementary, junior and senior high school programs are listed, including class size, criteria for admission, teacher-supervisor qualifications and ratio, curriculum, physical facilities, guidance programs, geographical location, extra-curricular activities, and relationships to the state school for the deaf and hard of hearing in regular classes involve bases for assignments and withdrawals, teacher qualifications, supporting services, and areas and methods for statewide program evaluation. Recommended testing instruments are listed. Suggestions for the vocational technical program include who should participate at what age, program content, the role of state vocational rehabilitation services, and benefits of a post-high school training facility. Additional recommendations made concern curriculum, facilities, equipment, and materials for children with multiple handicaps and admission, transfer, and dismissal mechanics (including recordkeeping.)

30. Hogan, Sister James Lorene. The What? When? and How? of Teaching Language to Deaf Children - Preschool and Primary Grades. 1968, 100p. [Not available from EDRS]

*Aurally Handicapped; Communication Skills; *Curriculum Guides; Deaf; *Exceptional Child Education; Language Arts; *Language Development; Learning Activities; *Preschool Children; Teaching Methods

Three levels of work in language development for preschool and primary age deaf children are presented, along with suggested daily schedules and yearly programs. Skills covered are speech, lipreading, auditory training, and language. Instructions are given for teaching activities in the areas of the various parts of speech and types of sentences. Additional activities include calendar work, news and experience stories, special expressive work, games and occupations, vocabulary development, and beginning composition.

Availability: Fontbonne College, Wydown and Big Bend Blvds., St. Louis, Missouri

31. Krug, Richard F.; Hawkins, Frances P. A Project to Develop and Evaluate the Effectiveness of Instructional Materials for the Deaf, Designed to Emphasize the Syntactical Meaning of Words. Final Report. Jan 1970, 239p. ED 056 433

*Aurally Handicapped; Demonstration Projects; *Exceptional Child Research; Guidelines; Instructional Materials; *Preschool Children; *Sentence Structure; Teaching Methods; *Word Recognition

The demonstration project was designed to develop a teaching method and instructional materials that would emphasize syntactic meanings of words for deaf preschool children. The teaching method was developed with a group of six deaf preschool children, and then demonstrated and modified in five other schools for the deaf. The teaching method was found to be suitable for deaf children, 3 and 4 years old, with no previous knowledge or skills in speechreading, speech, reading, writing, or manual communication. The teaching method consisted of the use of print as the major input for the child, preprinted vocabulary as the leading means of demonstrating or expressing syntactic understanding, and child participation and control over classroom activities during project sessions. The project emphasized the power one can exert over people through proper use of language. Guidelines were provided for making print become symbolic for the children and for demonstrating syntactic functions of words within various sentence structures. An appendix of six stories concerning reactions of both children and teacher to the project teaching method suggested that the method was applicable to analysis of a wide variety of sentence structures and to deaf children at various grade levels.

32. Leitman, Allan. Science for Deaf Children. The Lexington School for the Deaf Education Series, Book V. 1968, 138p. ED 027 677 [Not available from EDRS]

Exceptional Child Education; *Aurally Handicapped; *Sciences; *Teaching Methods; *Curriculum; Preschool Curriculum; Primary Grades; Intermediate Grades; Secondary Grades; Activities; Instructional Materials; Science Experiments; Science Projects; Scientific Concepts; Independent Study; Biology; Physical Sciences; Deaf

Intended for use by teachers and schools for the deaf, the booklet presents activities and units which may be used in planning and developing a science curriculum. A workshop classroom is described. Attention is given to teaching methods specifically applicable to the deaf. Suggested subject areas, materials, or activities for preschool programs are large muscle movement, the senses, and integrated use of the senses; for primary programs, plants, ice cubes, light and shadows, structures, balance boards and simple machines, the play frame, air and water, simple electrical circuits, and trips; and for intermediate programs, bones, animal husbandry, tadpoles, microecology, time growing molds, community constructions, mealworms, and rocks (crystal growing and three dimensional models). Physical sciences delineated for the advanced program include astronomy, thermometry, geology, and a school weather station; biological sciences include the study of the microscopic world, incubation of chicken eggs, and anatomy, physiology, and zoology; and extracurricular clubs and ideas are a joint study club, classes in schools for students who hear, and sciences. Appendixes contain plans for equipment and illustrations of completed science projects.

Availability: The Alexander Graham Bell Association for the Deaf, Inc., The Volta Bureau, 1537 35th Street, N.W.; Washington, D.C. 20007 ($4.25)

33. Liechti, Carroll D.; Gwaltney, Thomas Larry. Title VI Hearing-Handicapped Preschool and Kindergarten Levels. Aug. 1970, 13p. ED 043 141

*Aurally Handicapped; Communication Skills; *Exceptional Child Research; Experimental Programs; Kindergarten; *Preschool Education; Sensory Training; Special Classes

Two special classrooms were provided for 20 students at the preschool and kindergarten level who had severe hearing impairments. Two teachers and two instructional aides conducted classroom activities centered around sense training (visual, tactile, and auditory experiences). Speech development and communication skills were desired outcomes. To measure student gains in eight subtest areas, the Nebraska TEST of Learning Aptitude was administered. In one year, the preschool students made an average growth of one year and 11 months in mean learning age. The kindergarten group showed an average gain of one year and five months in mean learning age. Student records, samples of classwork, and teacher written reports on each student(including sense training, socialization, responsibility, basic learning skills, and language development) correlated with the test data.

34. Little, James A. (Ed.) Answers. 1970, 199p. ED 047 479 [Not available from EDRS]

Auditory Training; *Aurally Handicapped; Communication Problems, Deaf; Early Childhood Education; *Exceptional Child Education; Parent Child Relationship; *Parent Education; Speech Skills

Prepared for parents of deaf children, the text is a compilation of papers and research prepared by both the deaf and hearing concerned with the deaf child. Articles by parents recounting personal experiences are featured. Papers by specialists and teachers dealing with such topics as the psychology of deaf education and total communication with the preschool deaf child, speech, speechreading and auditory training, and audiological aspects of deafness are addressed to the parent.

Availability: New Mexico School for the Deaf, 1060 Cerrillos Road, Santa Fe, New Mexico 87501

35. Lowell, Edgar L. Home Teaching for Parents of Young Deaf Children. Final Report. Jul 1968, 33p. ED 029 419

*Aurally Handicapped; Deaf; *Exceptional Child Research; Language Development; Language Instruction; Parent Attitudes; *Parent Education; Preschool Children; *Program Evaluation; Rating Scales; Speech Clinics; Teaching Methods; Tutoring

To explore and evaluate the feasibility of providing language instruction to parents of young deaf children in a home-like environment, a demonstration home was established at a clinic. Parents were invited to attend weekly meetings which were reduced to hour in length during the course of the project. Parents could bring other siblings, family members, and materials from their own home. A single tutor worked with each family in separate rooms in language building activities. Fifty-two families who visited the demonstration home for 10 weekly visits were compared with 25 families who were enrolled in the John Tracy Clinic traditional service program. Language development in the children was assessed with the Boone Scale and changes in the parents' information and attitudes were assessed by scales previously developed at the clinic. The language scales were too unreliable to be satisfactory, but all showed substantial gains for the demonstration home children. The parent information scores showed that the demonstration home parents did slightly better than the control group of parents. There was no change in the parent attitude scales. Experience with the program was judged so satisfactory by the staff of John Tracy Clinic that the program is being continued as a Clinic function after the expiration of federal grant and has been extended to two similar branch programs.

36. Luterman, David M. A Parent-Centered Nursery Program for Pre-School Deaf Children. Final Report. Feb 1970, 66p. ED 039 680

Academic Achievement; *Aurally Handicapped; *Exceptional Child Research; Infancy; Language Development; Nursery Schools; Parent Attitudes; Parent Education; *Parent Participation; *Preschool Programs

A nursery program for 48 deaf children aged from 1 1/2 to 3 years required active participation of the parents. Parents selected the program, tutored their and other children, observed behavior in the nursery which included hearing children, and participated in discussion of family problems. In followup, about three-fourths of the children and of their parents were rated above average by classroom teachers of the deaf. However, these results may have been due to the passive admission procedures. Parents who were not middle class seeking or who had severe personal problems did not appear to benefit. Those who were became active lobbyists for deaf children in the state.

37. Lutterman, David M. A Parent-Centered Nursery Program for Preschool Deaf Children. Interim Report. Oct 1967, 14p. ED 026 772

*Aurally Handicapped; Behavior Change; Counseling Exceptional Programs; Deaf; Evaluation Needs; *Exceptional Child Research; Group Discussion; Hearing Therapy; Language Development; Parent Attitudes; *Parent Education; Parent Participation; *Preschool Children; Speech Instruction; Staff Orientation; Tutoring

To try to produce more capable deaf children through early parental education, eight families participated in a 2-semester program. Parents observed the children, aged 18 months to 3 1/2 years, receiving language stimulation in free play in a nursery and observed individual therapy based on the Tracy Correspondence Course. Non-directive group meetings encouraged parents to find their own solutions to problems. Therapists met with parents to discuss the goals and techniques of therapy; parents administered therapy first to another child and then to their own. Lecture type and fathers only meetings were also held. Evaluation of program success based on staff observations indicated growth and change in all of the children and in many parents. Almost all children were lipreading, using speech meaningfully, and performing better in social and play situations. Parents seemed to be helped in resolving their initial confusion, in getting the problem of having a deaf child into perspective, in recognizing that the child was primarily language handicapped, and in appreciating the job of the therapist.

38. Matkin, Noel D. Analysis of a Recorded Test for the Measurement of Hearing in Children. December 1969, 36p. ED 043 172

*Audiometric Tests; *Auditory Evaluation; Auditory Perception; *Aurally Handicapped; Aural Stimuli; Clinical Diagnosis; *Exceptional Child Research; Preschool Children; Tape Recordings

To study the feasibility of using filtered environmental sounds as test stimuli to determine the auditory sensitivity of young children, a tape recorded test was prepared using environmental sounds which retain their identity when filtered. Twenty normal-hearing preschoolers and 40 hearing impaired children (20 with flat sensori-neural hearing losses, 20 with high-frequency impairments) were evaluated during test and retest sessions. The sound test yielded auditory thresholds for both groups of subjects which were judged as valid and reliable as those obtained from pure-tone testing. Further testing is recommended before the test's potential as a clinical tool is determined.

39. McConnell, Freeman; Horton, Kathryn B. A Home Teaching Program for Parents of Very Young Deaf Children. Final Report. Jan 1970, 97p. ED 039 664

Auditory Evaluation; *Auditory Training; *Aurally Handicapped; Deaf; *Exceptional Child Research; Hearing Aids; Hearing Loss; Infancy; Language Development; Parent Attitudes; Parent Education; *Parent Participation; *Preschool Programs

A demonstration home provided a parent oriented program and audiologic management for 94 deaf preschoolers (mean age 2 years 4 months). Each child underwent a trial period with different hearing aids before permanent recommendation was made. Parents were present at these clinic sessions; they also received instruction in how to encourage auditory behavior, orient the child to sound, and talk to the child. Findings over 3 years indicated that language age growth accelerated while performance age and nonverbal mental age remained linear. Also, ability to use amplification from the wearable hearing aid improved, with an improved mean threshold response to spoken voice of more than 20 db. The parents mobilized themselves into pressure groups resulting in legislation for education of deaf preschoolers. Community approval of the project resulted in continuance of its services after federal funding ceased.

40. Miller, June B. A Demonstration Home Training Program for Parents of Preschool Deaf Children. Final Report. Sep 1970, 204p. ED 058 697

Auditory Training; *Aurally Handicapped; Child Rearing; Demonstration Projects; Evaluation Methods; *Exceptional Child Services; *Language Development; *Parent Education; *Preschool Children; Video Tape Recordings

Methods for teaching parents techniques for stimulating audition and language development in their deaf infants were explored over a 3-year period. Families were seen individually at the University of Kansas Medical Center by teachers of the deaf. Techniques were demonstrated for the correlating of hearing and language development with home activities. Additional instruction was given to parents in large and small groups. Videotapes were

used as one method of instruction and evaluation. Findings indicated the feasibility of videotaping as an objective evaluation method, while differences in subjective opinion and objective evidence of progress suggest a further need for pinpointing levels of change. Recommendations were made concerning procedures for parent education, sequence of instruction, and program content.

41. Mulholland, Ann M.; Fellendorf, George W. National Research Conference on Day Programs for Hearing Impaired Children (Lake Mohonk, New York, May 10-13, 1967). Final Report. 1968, 162p. ED 026 795

Exceptional Child Education; Aurally Handicapped; Day Programs; State Programs; Day Schools; Community Programs; State Legislation; Educational Needs; Administration; School Districts; Supervisor Qualifications; Teacher Supervision; Identification; Clinical Diagnosis; Admission Criteria; Cooperative Planning; Preschool Children; Incidence; Demography; Special Classes

State needs in public school education for the hearing impaired and steps in the development of comprehensive state planning are presented along with recommendations of conference participants, a summary report, and models for regional planning, day programs, and the team approach. The interest of the Alexander Graham Bell Association and the U.S. Office of Education in day programs and the conference organization are explained. Following an introduction by Eleanor Vorce, topics discussed are the day care program in education by Ann M. Mulholland, organization and administration of a program at state and local levels by Charles W. Watson, demographic and economic criteria in establishing classes by James C. Chalfant, supervision at state and local levels by Hazel Bothwell, and supervision of classroom teachers by Evelyn M. Stahlem. Also included are Janet B. Hardy on early identification, Robert Frisina on diagnostic evaluation and placement, June Miller on admission criteria for day schools, and Mamie J. Jones on coordination of specialists in public school programs. Recommendations for research, a summary of group discussions, and conclusions are provided along with a preliminary conference report, conference program, list of participants, and a 21-item bibliography.

42. The Needs of the Deaf and Hearing Impaired. Legislative Document No. 99. Temporary State Commission to Study and Investigate the Problems of the Deaf, Albany, N.Y. Mar 1970, 430p. ED 043 165

Annual Reports; *Aurally Handicapped; Hearing Aids; Identification; *Individual Needs; Insurance Programs; Multiply Handicapped; Preschool Education; Preventive Medicine; *Special Services

The Temporary State Commission to Study and Investigate the Problems of the Deaf presents a third annual report on the needs, services, and programs to aid the deaf and hearing impaired in New York State. The commission engaged

in research activities to provide data necessary to substantiate legislation and to pursue the implementation of previous recommendations. The following areas of investigation are reported upon: hearing aids, life and automobile insurance, prevention and early detection of deafness (rubella immunization and infant auditory screening program), multiply handicapped deaf children (dependency, services and programs), preschool education, and care of the aged deaf. Recommendations are made. Extensive appendixes include the text of legislative acts, proceedings of commission's meetings and hearings, and questionnaires employed.

43. Northcott, Winifred H. (Ed.) Curriculum Guide: Hearing-Impaired Children - Birth to Three Years - and Their Parents. Dec 1971, 174p. ED 057 527

*Aurally Handicapped; Behavioral Objectives; *Curriculum Guides; *Early Childhood Education; *Exceptional Child Education; *Infancy; Language Instruction; Parent Education; Parent Role; Preschool Children; Program Descriptions

The guide describes the components of a comprehensive infant program for hearing impaired children 0-3 years of age and their parents. Primary focus is upon a home-centered, parent-guided, natural language approach to learning, based upon the child's daily activities. An interdisciplinary professional staff guides the parents in the individually prescriptive oral and aural program. A parent-teaching program developed and supported through sustained parent guidance and education is central to the educational design. Outlined are guidelines for the development of the infant program and for parent guidance and education, integration of the child into a regular nursery school, principles of language development, parent-child interaction patterns, and evaluation methods. Stipulated for each of eight age levels during the first 3 years of life are an overall goal; program objectives for child and parents; desired developmental patterns in neurological, cognitive, social, and language areas; suggested a daily home activities; sample phrases to use with the child; and a sample experiential activity. Also described are objectives and principles of the individual teaching program, experience charts, and auditory training.

44. Northcott, Winifred. Staff Training on a State-Wide Basis. Volume II, Number 1. 1970, 40p. ED 061 656

*Aurally Handicapped; *Early Childhood Education; *Exceptional Child Education; Preschool Children; *Staff Orientation; *Staff Role; State Programs

Presented is the script for two slide showings on staff orientation, training, and role in early childhood educational programs for aurally handicapped children in Minnesota. The first slide presentation consists of 63 slide commentaries on implementation and evaluation of the Minnesota staff training program.

Representative commentaries concern intervention on the family and school levels, parent participation, individually prescriptive oral and aural programs, use of aides in stimulation of residual hearing, inductive approach to learning, and classes for deaf blind children. The second presentation contains 47 slide commentaries on the coordination of a statewide staff training program and is designed for three audiences of professionals and nonprofessionals serving the preschool child and his parents, parents, and allied resource specialists in health, education, and welfare. Selected slide commentaries focus on various educational projects and conferences for concerned adults, state meeting conference, parent counseling techniques, and sequential program of auditory training. An informal evaluation of the staff training program indicates that the program has been influential in increasing professional and public interest and action in early childhood educational program for the aurally handicapped.

45. Phillips, Louise. Staff Training in a Rural Area. Volume II, Number 2. 1971, 20p. ED 061 657

*Aurally Handicapped; *Early Childhood Education; *Exceptional Child Education; Preschool Children; *Rural Areas; *Staff Orientation; Staff Role

Presented is the script for a showing of 14 slides on staff training, orientation, and role in a rural area for early childhood education of aurally handicapped children. The training program is divided into four areas of paraprofessionals, teachers, supportive personnel, and general staff. The seven slide commentaries on training paraprofessionals concern food service, clerical, social service, instructional, and equipment aides. It is emphasized that all staff members are informed of all activities in the early childhood education program. Training of instructional aides, special staff meetings, visits to other programs, and use of consultants are discussed with four slides. Two slides concern training of supportive personnel, and the concluding slide commentary explains the use of monthly staff meetings in the program.

46. Rehabilitation of Hearing. Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C. 1967, 40p. ED 021 383

Exceptional Child Education; Aurally Handicapped; Medical Treatment; Rehabilitation; Audition (Physiology); Deaf; Children; Preschool Children; Adults; Auditory Evaluation; Hearing Aids; Hearing Therapy; Hearing Conservation; Conference Reports; World Federation of the Deaf

Rehabilitation of hearing is considered in five conference papers. Two papers come from Poland: Rehabilitation of Hearing in Children Deaf in First 5 Years of Age by D. Borkowska-Gaetig and others and Possibilities of Hearing Improvement in Adults with Conservative Methods by T. Bystrzanowska. Also

included are Re-Education and Demutization in Belgrade Specialistic Medical Centre by T. Illitch of Yugoslavia, Ear Improving Operations on Children by W. A. Fedorowa of the U.S.S.R., and Modern Acoustical Rehabilitation of the Deaf by O. Bentzen of Denmark.

47. Report of a Committee for a Comprehensive Plan for Hearing Impaired Children. Illinois Commission on Children; Springfield, Ill. May 1968, 80p. ED 026 765

Administration; Auditory Evaluation; *Aurally Handicapped; Clinical Diagnosis; Educational Needs; Educational Programs; *Exceptional Child Services; Identification; Incidence; Intergency Coordination; Parent Counseling; Prevention; Professional Personnel' *Program Planning; Psychiatric Services; Social Recreation Programs; *State Programs; Vocational Rehabilitation

The results of a 2 1/2-year study to formulate an overall plan utilizing and coordinating existing services for hearing impaired children are reported. The definition, classification, incidence, and prevention of hearing impairment and the orientation of professional personnel are discussed. Recommendations are given for identification and medical referral of children with hearing impairment in terms of classification, personnel requirements, identification procedures for preschool and school age children, hearing examinations, and test equipment. Illustrative materials include an audiogram, a scale of hearing handicap, tabular representations of degree of impairment as related to educational needs, screening frequencies, and permissible noise levels for screening. Also considered are the following services for the hearing impaired; parent counseling; education of hearing impaired children; role of university clinics and laboratory schools; psychiatric and social services; rehabilitation and employment; and coordination of services.

Availability: Illinois Commission on Children, Room 1010, Myers, Building, Springfield, Illinois 62701

48. Restaino, Lillian G. R.; Socher, Penny A. Curriculum Development for Young Deaf Children with Specific Learning Disabilities (Ages 4-8). 1970, 140p. ED 046 167

*Aurally Handicapped;*Curriculum Development; Curriculum Evaluation; Early Childhood; Exceptional Child Education; *Exceptional Child Education; *Exceptional Child Research; *Learning Disabilities; Program Development; *Remedial Programs

The CREED 4 Project, the fourth of a continuing series, had as its objective the development of activities and materials for the remediation of deficits found in deaf children (ages 4-8 years) with special learning problems and who had been administered the battery of tests developed in CREED 3, designed

to assess five critical areas. A sample of 22 classes from the 11 schools for the deaf in New York State participated in the project. Both typical and learning disabled deaf children were included. Instructional procedures and materials were selected for the five skill areas of gross motor coordination, sensory-motor integration, visual analysis, attention and memory, and conceptualization. Sequential levels of instruction were developed, as was a teacher's guide. The program was subjected to pilot trial in the field and then evaluated by the administration of the CREED 3 Test Battery to participating classes, and by rating forms, written narratives, and discussion from both teachers and observers. Included are the evaluation results, on the basis of which recommendations are made for program modifications related to the variables of interest, level of mastery, validity of sequence, relevance, and practicality.

49. Restaino, Lillian C. R.; and Others. Curriculum Development for Young Deaf Children with Specific Learning Disabilities: Phase II. 1971, 48p. ED 060 604

*Aurally Handicapped; Cognitive Development; *Curriculum Development; *Exceptional Child Education; *Learning Disabilities; *Multiply Handicapped; Teacher Role

Examined are the steps involved in developing a curriculum for young deaf children with specific learning disabilities; the curriculum is thought to reflect an educational and remedial model based upon findings in previous studies in perceptual, cognitive, and educational psychology. The earlier studies are summarized briefly to explain the history and foundation for the CREED 5 Curriculum. The primary goal of the overall project is stated to be development of cognitive processes in the child; the curriculum content is described as perceptual and cognitive. At each developmental level, the curriculum was subjected to evaluation by teachers and supervisors from 12 schools for the deaf in New York State. The curriculum focuses on five instructional areas of gross motor coordination, sensory motor integration, visual analysis, attention and memory, and conceptualization. Implementation of the curriculum, viewed as comprehensive and developmental, is based on paraprofessional involvement, continual program evaluation, and individualized instruction. Involvement of a representative group of supervisors and teachers in a series of ongoing seminars as part of the curriculum development was reviewed to highlight teacher role in each stage of the curriculum development. (See also ED 046 167 for Phase I: for related documents see also EC 041 647, 648, and 650.)

Availability: New York State Education Dept., Albany. Div. for Handicapped Children.

50. Restaino, Lillian C. R.; and Others. Curriculum for Young Deaf Children. 1971, 419p. ED 060 605

*Aurally Handicapped; Concept Formation; *Curriculum; *Exceptional Child Education; *Learning Disabilities; Memory; Motor Development; *Multiply Handicapped; Sensory Integration; Visual Perception

Presented is a curriculum designed to provide the teacher of the young deaf child with learning disabilities with a description of developmental objectives and methods for fulfilling these objectives in the areas of gross motor development, sensory motor integration, visual analysis, attention and memory,

and conceptualization. The objectives are based on assumptions such as, the deaf child with learning disabilities moves through stages of physical and cognitive development in the same sequence as normal children. Information in each of the five instructional areas consist of a sequence of broad instructional objectives and subordinate specific objectives defined in terms of the child's behavior, with activities and materials intended to help the child master the objectives included under the subordinate objective. The curriculum is arranged in an hierarchical manner, since the authors believe that the earliest levels of gross motor coordination need to be mastered before the finer skills of sensory motor integration can be performed successfully. Pictures and diagrams accompany the curriculum. (For related documents see also EC 041 647-9.)

51. Restaino, Lillian C.R.; Socher, Penny A. Psycho-Educational Assessment of Young Deaf Children. 1969, 143p. ED 060 603

*Aurally Handicapped; *Diagnostic Tests; *Exceptional Child Research; *Learning Disabilities; *Multiply Handicapped; Test Construction

In order to determine the extent of deficiencies found in deaf children with learning disabilities so that appropriate remedial curriculum could be developed, a series of diagnostic tests designed to differentiate deaf children with learning disabilities from typical deaf children was constructed and evaluated. The tests developed were said to meet objectives of both the classroom teacher and the developmental psychologist. A test battery was devised for the 3 to 8-year-old range with modification in the selection procedure of the tests to account for developmental change. The CREED 3 test battery measured gross motor coordination, sensory motor behavior, visual analysis, attention and memory, and conceptualization. The population tested included 444 3 to 4-year-olds, 227 5 to 8-year-olds, and 289 7 to 8-year-olds, all of whom were deaf children in the New York State Schools for the deaf. Results showed that the test battery differentiated successfully among those deaf children with and without learning disabilities. Significant differences in performance on subtests in all five areas were found for each of the three age groups. Evidence also suggested that the test battery described differences within the typical and special groups as a function of age. (For related documents, see also EC 041 647, EC 041 649-50.)

52. Roberts, Paquita. Staff Training in an Inner City Setting. Volume II, Number 7. 1971, 17p. ED 061 662

*Aurally Handicapped; *Child Development Centers; *Exceptional Child Services; Preschool Children; *Staff Orientation; *Urban Environment

Described is the staff training program at an early childhood diagnostic and training center for aurally handicapped children in an inner city setting. Focused upon is the community training in which a new staff member learns about the life style in inner city neighborhoods before beginning to work with parents or children. A community knowledge inventory form is included. Also summarized are the eight phases of the center's parent training and participation program.

53. Rotter, Paul. A Parent's Program in a School for the Deaf. 1969, 114p. ED 054 559 [Not available from EDRS]

*Aurally Handicapped; *Exceptional Child Education; *Parent Associations; Parent Education; *Parent Role; Parent School; Relationship; School Role

The monograph is aimed at helping groups of parents associated with schools or classes for deaf children who form associations with a view toward improving both existing programs and their own efforts at raising a deaf child. Presented first is a broad view, based on a survey of related literature within the last decade, of parents' programs. Discussed are the importance of involving parents in the educational process, means of establishing school-home communication, the nature of parents' programs and the role of parents and school in them, a mental health approach for professionals to take in attempting to meet parents' needs, a survey of types of parents' activities, and the origin of parent education in U.S. schools. Following this general presentation, the parents' program of the Lexington School for the Deaf in New York City is detailed. Covered are inception, the school's view, scope of program, parents' role, organization of parents' association, officers' duties, and committee activities. Listed are sources to consult for help in strengthening parents' programs. Meeting schedules and other information on the Lexington parents' program are appended.

Availability: Alexander Graham Bell Association for the Deaf, Inc., 1537 35th Street, N.W., Washington, D.C. 20007 ($4.25)

54. Sachs, David A.; And Others. Strengthening the Visual Perception of Deaf Children. Final Report. Sep 1971, 112p. ED 054 585

*Aurally Handicapped; *Exceptional Child Research; Learning Processes; *Preschool Children; *Problem Solving; Statistical Analysis; Visual Learning; *Visual Perception

Learning sets programs were administered to preschool deaf children from a variety of representative educational programs throughout the southwest to improve their visual perception skills. The concept of learning sets was described as progression from trial-and-error learning to immediate problem solving by insight. The project consisted of six

1-year phases. Documentation of deficits in visual perception of preschool deaf children occurred during the initial phase. Phases II through V comprised the development of a treatment program for strengthening visual perception by problem solving and free play. Problem solving involved the child's discriminating commonalities and differences within stimulus sets to earn reinforcement. Free play included the child's exposure to eye-hand coordination toys in a free play setting. Phase IV featured identification of variables, compilation of descriptive data, statistical and test consultation, and data analysis. Main independent measures were five subtests of the Frostig Developmental Test of Visual Perception and the four subtests from the Illinois Test of Psycholinguistic Abilities. The study's important finding was the statistically significant increment in visual perception skills of the problem solving group relative to the control group as assessed by performance on the Frostig.

55. Siegenthaler, Bruce M.; Greenhill, Leslie P. Two Instructional Films on Pre-School Deaf Children. Final Report. Jan 1969, 48p. ED 040 523

Auditory Evaluation; Aurally Handicapped; Deaf; Exceptional Child Education; Instructional Films; Material Development; Parent Participation; Preschool Programs; Professional Education; Program Development; Protocol Materials

A project produced two instructional films on preschool deaf children. Both were black and white sound films about 30 minutes long. Evaluation followed completion of the active phase of film making. Designed to aid in professional education and program development, the two films presented principles of parent-child programs and demonstrated audiological procedures. The major part of the filming was done at an intensive, 2-week residential program for deaf preschoolers and their parents. Evaluation indicated favorable opinions of the films. Announcer scripts for the two films are appended along with the evaluation sheet.

56. Stewart, Joseph L. Effectiveness of Educational Audiology on the Language Development of Hearing Handicapped Children. Final Report. Dec 65, 280p. ED 029 441

Articulation (Speech); *Auditory Training; *Aurally Handicapped; *Exceptional Child Research; Group Therapy; Hard of Hearing; Hearing Aids; Language Development; Multisensory Learning; Nursery Schools; Parent Counseling; Parent Participation; *Preschool Children; Preschool Programs; Program Evaluation; Speech Skills; Testing

Two groups of hard of hearing children entered educational audiology programs between the ages of 6 to 42 months. Of these, 12 children in a unisensory program (U-) and 16 in a multisensory program (M-) were evaluated for speech and language development after they had reached their fifth birthdays. Children in the experimental U-group were first tested

for hearing and fitted with an aid, then were given auditory training at home and in group therapy sessions. At age 3, they were evaluated for placement in an enriched nursery school program, which also trained them primarily through the auditory sense. Guidance and psychological counseling were provided for the parents. Results indicated that the U-group was markedly superior on all measures of speech and language acquisition, although less so on the Templin-Darley articulation test. On all other measures (mean length of responses, mean of five longest responses, number of one-word responses, number of different words, and structural complexity score), results for the U-group appeared to indicate the advisability of unisensory management. Findings suggested that U-management may be of most benefit to children whose residual hearing extends into the high frequencies and whose hearing losses are relatively flat.

57. The Very Young Hearing-Impaired Child. Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C.; World Federation of the Deaf, Rome (Italy). 1967, 46p. ED 021 388

Audiologists; *Aurally Handicapped; Deaf; *Exceptional Child Education; Home Instruction; Individual Characteristics; Infants; *Language; Language Development; Parent Participation; *Preschool Children; Rehabilitation; Research Projects; Speech; *Teaching Methods

Five conference papers are presented on deaf preschool children and infants. "The Very Young Hearing-Impaired Child" by G. M. Harris of Canada; "The Organisation and Methods of Educational Work for Deaf Children at the Preschool Age" by K. Kundstrom of Sweden; "Speech Formation in the Young Deaf Child" by B. Wierzchowska and R. Szymanska of Poland; "Receptive Language Development in the Deaf Infant, Language Behavior of the 10-24 Month Old Deaf Infant" by A. M. Mulholland of Columbia University in New York; and "Possibilities of Early Rehabilitation of the Small Deaf Child in Its Home Environment and with the Guidance of the Audiologic-Rehabilitation Centre" by R. Szymanska and Z. Pawlowski of Poland.

58. Voneiff, Patricia; Gentile, Augustine. Type and Size of Educational Programs Attended by Hearing Impaired Students, United States: 1968-69. Aug 70, 41p. ED 044 848

Age Groups; Aurally Handicapped; Day Schools; Demography; *Educational Programs; *Exceptional Child Research; Hearing Loss; *National Surveys; Preschool Programs; Residential Schools; School Statistics; *Statistical Data

Data on 25,363 students enrolled in special education programs (residential schools and day class programs) for the hearing impaired during the school year 1968-69 are presented. Data describe the types and size of programs attended, and the age, sex, and hearing threshold levels of the students. In addition to the detailed tables, data summaries and a discussion of the qualifications and limitations of the data are included. Appended are a description of the annual survey of hearing impaired children and youth.

The data collection form used and instructions for its completion, and a listing by state of the programs participating in the survey.

59. Zigmond, Naomi K.; Cicci, Regina. Auditory Learning. Dimensions in Early Learning Series. 1968, 90p. ED 025 869

Audition (Physiology), Auditory Discrimination, *Auditory Evaluation; Auditory Perception; *Auditory Training; Aural Learning; *Exceptional Child Education; Instructional Materials; *Language Development; Learning Disabilities; Listening Comprehension; Parent Influence; Preschool Children; *Teaching Methods; Tests

The monograph discusses the psycho-physiological operations for processing of auditory information, the structure and function of the ear, the development of auditory processes from fetal responses through discrimination, language comprehension, auditory memory, and auditory processes related to written language. Disorders of auditory learning stemming from brain dysfunction (agnosia, aphasia, dyslexia), lack of discrimination ability, poor sequencing ability, or neurogenic learning disorders are discussed. Auditory learning is evaluated and an annotated list of test sources is given encompassing hearing evaluation, infant and preschool tests, picture vocabulary, intelligence, readiness, memory, analysis, specific auditory abilities, synthesis, and research batteries. Suggestions made for teaching both preschool and school age children include methods for developing attention span, auditory discrimination and perception, memory, and language development. A list of teaching materials, 18 annotated references for parents and teachers, and a 50-item annotated bibliography are provided.

JOURNAL CITATIONS

1. Asbed, Ruth-Alice; and Others. Early Case Findings of Children with Communication Problems, Part I. Volta Review, v72 n1, pp23-49, Jan 1970.

   *Exceptional Child Services; *Aurally Handicapped; *Communication Problems; *Identification; Screening Tests; Community Programs; Preschool Evaluation; Health Services; Clinical Diagnosis; Data Collection; Referral

2. Brill, Richard G.; Fahey, Joan. A Combination that Works in a Preschool Program for Deaf Children. Hearing and Speech News, v39 n4, pp17-19, Jul-Aug 1971.

   *Deaf Children; *Preschool Programs; *Lipreading; *Oral Communication; *Sign Language; Parent Participation; Retarded Speech Development; Social Adjustment; Experimental Programs; Cognitive Development

3. Calvert, Donald R.; Baltzer, Susanna. Home Management in a Comprehensive Preschool Program for Hearing Impaired Children. Exceptional Children, v34 n4, pp253-258, Dec 1967.

   Exceptional Child Education; Aurally Handicapped; Preschool Children; Family (Sociological Unit); Home Programs; Home Visits; Professional Services; Family Counseling

The San Francisco Hearing and Speech Center's preschool program for hearing impaired children is described. Approaches to home management used by the center are discussed, consisting of talks with parents, demonstrations, active participation in learning tasks by parents, a modified correspondence course, a lending toy bank, and home visits. Advantages of the home visit program include the fact that the home is the natural environment of the child and the mother, and the facts that coordination results from teacher-parent familiarity with the environmental situation and sounds in which each language is developed, contact extends to others in the home and community, and tiring trips to the center are avoided. The ability to test results of counseling, discover new techniques, and impart a sense of importance to parent effort are advantages to the center. The question of the frequency duration pattern of home visits for maximum efficiency is discussed and the program's solution given. The problems of a home visit program considered include lack of standards, obtaining personnel trained for home visits, and funding.

4. Calvert, Donald R. The Deaf Child in the Seventies. Volta Review, v72 n1, pp14-20, Jan 1970.

   *Exceptional Child Education; *Aurally Handicapped; *Educational Trends; Preschool Programs; Educational Technology; Federal Aid; Educational Change; Interdisciplinary Approach; Multiply Handicapped; Employment Trends

5. Craig, William N. Directory of Programs and Services for the Deaf in the United States. American Annals of the Deaf, v117 n2, pp42-350, Apr 1972.

*Aurally Handicapped; *Educational Programs; *Services; *Community Programs; *Directories; Rehabilitation Programs; Community Services; Information Services; Educational Facilities; Statistical Data

6. Craig, William N.; and Others. Preschool Verbotonal Instruction for Deaf Children. Volta Review, v74 n4, pp236-246, Apr 1972.

*Exceptional Child Education; *Aurally Handicapped; *Early Childhood Education; *Language Development; *Auditory Training; Program Descriptions; Demonstration Projects; Teaching Methods

7. Dalvi, Kunda. Teaching the Deaf in India. Volta Review, v72 n5, pp272-277, May 1970.

*Exceptional Child Education; *Aurally Handicapped; *Special Schools; Parent Counseling; Preschool Programs; Auditory Training; Oral Communication; Bilingual Education; Teacher Training; (India)

8. Duffy, John K. Initial Teaching Alphabet and the Hearing Impaired Child. Volta Review, v68 n2, pp150-153, Feb 1966. [Not available EDRS]

Exceptional Child Education; Aurally Handicapped; Children; Hard of Hearing; Reading Instruction; Language Instruction; Speech Instruction; Initial Teaching Alphabet; Alphabets; Language Development; Deaf; Preschool Children; Instructional Materials

The Initial Teaching Alphabet (ITA) is recommended for use with young deaf children because it is a simple, logical, and carefully structured method associating only one sound with each symbol. The ITA enables an interchange of auditory perception and spoken language with visual perception. Each reinforces the other. Reading, writing, speaking, and language will develop simultaneously. ITA materials can be adapted to techniques of individual teachers. Early diagnosis (ideally before age 1), adequate language stimulation, and intensive formal language instruction including the ITA (after age 2) will aid speech and language achievement.

9. Fisher, Mary Jane. At Gallaudet College Preschool, Tina and David Look, Listen, and Learn. Gallaudet Today, v2 n1, pp9-15, 1971. [Not available EDRS]

Exceptional Child Education; Aurally Handicapped; Preschool Children; Educational Programs; Early Childhood Education; Auditory Training; Aural Learning; Family Environment

Presented are vignettes of two preschool children enrolled at the Gallaudet College early childhood education program. The preschool provides training

in communication skills to parents and their children, who range in age from 13 months to 5 years. The children receive extensive auditory stimulation to encourage vocalizing. The preschool uses the oral method of teaching language through amplification, intelligible speech, and speech reading; cued speech supplements speech reading and sound. The vignettes emphasize the importance of early auditory training for the children and the importance of the family environment on the children's early language instruction.

10. Germain, Lois. Older Deaf Students' Advice to Parents of Young Deaf Children. Volta Review, v73 n8, pp497-502, Nov 1971.

    *Exceptional Child Education; *Aurally Handicapped; *Preschool Children; *Parent Education; *Language Development; Oral Communication; Personal Adjustment

11. Gilmore, M. E. Speechreading in Kindergarten. Special Education in Canada, v44 n2, pp23-25, Jan 1970.

    *Exceptional Child Education; *Aurally Handicapped; *Lipreading; Deaf Education; Preschool Education; Teaching Methods; Kindergarten Children

12. Grayson, John. A Playground of Musical Sculpture. Music Educators Journal, v58 n8, pp50-54, Apr 1972.

    *Deaf Children; *Playgrounds; *Sensory Experience; *Visual Environment; *Music Facilities; Color, Perceptual Development; Audiovisual Aids; Acoustical Environment

Childrens Playground of Musical Sculptures was conceived and developed by the author. It is a visually integrated and complete vibratory world created for the teaching of the deaf and consisting of unique acoustic instruments.

13. Harris, Grace. Volunteer Assistance in the Preschool for the Deaf. Journal of Learning Disabilities, v73 n8, pp503-506, Nov 1971.

    *Exceptional Child Education; *Aurally Handicapped; *Early Childhood Education; *Volunteers; *Foreign Countries; (Canada)

14. Hicks, Doin E. Comparison Profiles of Rubella and Non-Rubella Deaf Children. American Annals of the Deaf, v115 n2, pp86-92, Mar 1970.

    *Exceptional Child Research; *Aurally Handicapped; *Rubella; Preschool Programs; Behavior Patterns; Educational Planning; Parent Education; Educational Methods; Individual Characteristics

15. Hodgson, William R. Auditory Characteristics of Post-Rubella Impairment. Volta Review, v71 n2, pp97-103, Feb 1969.

*Exceptional Child Research; *Aurally Handicapped; *Auditory Evaluation; Audiometric Tests; Preschool Children; Hearing Aids; Rubella; Multiply Handicapped; Etiology; Case Records

16. Johnston, Philip W. Factors Associated with Deafness in Young Children. Public Health Reports, v82 n11, pp1019-1025, Nov 1967. [Not available from EDRS]

Exceptional Child Research; Aurally Handicapped; Preschool Children; Etiology; Family Background; Medical Case Histories; Genetics; Prenatal Influences; Hearing Loss; Diseases; Infants; Identification

For the purpose of probing factors relating to the onset of deafness in children under 5, mothers of 118 children were questioned about the physical and mental disorders of their families, their families' dietary habits, exceptional events in their pregnancies, hereditary influences, and numerous other factors which might have contributed to their childrens' deafness. A control group of 54 mothers of hearing children was also interviewed. Results of the study pointed to certain factors which had not been given previous emphasis as probable causes of deafness in young children. Among these were absence of fetal movement in 3rd or 4th month of pregnancy, maternal thyroid deficiency, breech delivery, and body blueness in the neonatal period. Additional significant ethiological elements were suggested. In 50% of the children, hearing loss was not suspected until sometime between 8 and 48 months of age. The importance of improving methods of early detection of hearing loss is thus emphasized. Etiological classification in 63 children showed, in descending order of frequency, maternal rubella, hereditary factors, blood incompatibility, childhood meningitis, maternal influenza, maternal chickenpox or scarletina, and childhood trauma. Forty-six of the children had histories of frank abnormalities, but exact cause of deafness was unknown. The remaining nine had essentially normal histories.

17. Ling, Daniel. The Hearing Impaired Pre-Schooler: A Family Responsibility. Hearing and Speech News, v39 n5, pp8-13, Sep-Oct 1971.

*Aurally Handicapped; *Preschool Children; *Hearing Therapy; *Family Role; *Family Counseling; Hearing Therapists; Family Attitudes; Family Influence; Program Descriptions; Program Evaluation

18. Luterman, David M. A Parent-Oriented Nursery Program for Preschool Deaf Children. Volta Review, v73 n2, pp106-112, Feb 1971.

*Exceptional Child Education; *Aurally Handicapped; *Preschool Education; *Parent Role; Parent School Relationship; Follow-up Studies; Nursery Schools

19. McDermott, Elisabeth F. Storytelling--A Relaxed and Natural Path to Lipreading, Language, and Reading. Volta Review, v73 n1, pp54-57, Jan 1971.

*Aurally Handicapped; *Exceptional Child Education; Parent Role; Preschool Children; Reading Materials; Reading Readiness; *Story Telling

20. McDermott, Elisabeth F. Your Child's First Teachers. Volta Review, v72 n7, pp525-527, Oct 1970.

*Exceptional Child Education; *Aurally Handicapped; *Parent Education; Parent Responsibility; Parent Child Relationship; Preschool Learning; Family Influence

First in a series of articles based on Parent Teacher Conferences held between 1960-1969 in New York City's School for the Deaf.

21. Meadow, Kathryn P.; Meadow, Lloyd. The Treatment of Deafness in England--A Comparison with the American Scene. Volta Review, v72 n4, pp242-251, Apr 1970.

*Exceptional Child Services; *Aurally Handicapped; Identification; Preschool Education; Educational Programs; Adolescents; Vocational Education; Social Services; Mass Media; (England)

22. Miles, Arthur Curtis. Cued Speech. American Education, v3 n10, pp26-28, Nov 1967. [Not available from EDRS]

Exceptional Child Education; Aurally Handicapped; Communication (thought transfer); Preschool Children; Teaching Methods; Deaf; Articulation (speech); Lipreading; Speech Skills; Speech Education; Kinesthetic Methods; Language Development; Family Role; Cued Speech

In order to bridge the gaps in teaching methods of communication in deaf education, Dr. Cornett of Gallaudet College evolved a system of cued speech and tested it practically with a 2- to 3-year-old child whose care is related here. Cued speech consists of a set of 12 manual cues that help to distinguish sounds that look alike on the lips. Four of the cues indicate vowel sounds and are made by positioning the hand near the chin, cheek, throat, and mouth; eight other cues identify consonants by forming different arrangements on the fingers of one hand. Cues cannot be used without speech. Each pair of cues is used with nine to 12 visually different syllables. Therefore, it is unintelligible without proper mouth movements. Because it allows discrimination between words and can be learned at an early age, the system provides more rapid and more precise language development. Until the fall of 1966, cued speech was being taught only at Gallaudet, at the Speech and Hearing Center of Southwest Louisiana, and at the New York School for

the Deaf at White Plains. Results have been encouraging, as in the case which is related, but more widespread use in a variety of situations is needed before cued speech can be evaluated. Cued speech was introduced in about 50 institutions in September 1966 to determine its effectiveness.

23. Murphy, Harry J. The Impact of Technology in a School for the Deaf. Hearing and Speech News, v39 n4, pp20-22, Jul-Aug 1971.

    *Deaf Education; *Educational Technology; *Junior High School Students; *Preschool Children; *Language Development; Film Production; Photographs; Computer Assisted Instruction; Teaching Machines; Institutional Environment

24. Niemann, Sherry L. Listen! An Acoupedic Program. Volta Review, v74 n2, pp85-89, Feb 1972.

    *Exceptional Child Education; *Aurally Handicapped; *Educational Methods; *Auditory Training; *Aural Learning; Oral Communication; (Acoupedics)

Described is a program of hearing therapy for children whose hearing losses are detected in infancy. Residual hearing is utilized and speech is taught through the auditory sense.

25. Northcott, Winifred H. Candidate for Integration; A Hearing-Impaired Child in a Regular Nursery School. Young Children, v25 n6, pp367-368, 370, 2, 6, 8, 80, Sep 1970. [Not available from EDRS]

    *Exceptional Child Education; Aurally Handicapped; Nursery Schools; Hard of Hearing; Preschool Children; Language Development; Listening Skills; Speech Skills; Lipreading

It is suggested that a hearing-impaired child in a nursery school for children with normal hearing will regard speech as a natural outlet for imagination and intelligence. Discussed are the justification for such placement, criteria to determine when placement is suitable, and goals for the hearing-impaired child. The importance of welcoming the child and integrating him into classroom activities and peer relationships is stressed. How to stimulate language comprehension and encourage expressive language is explained, and suggestions are made for managing behavior and for handling music and storytime.

26. Olson, Jack R. A Case for the Use of Sign Language to Stimulate Language Development During the Critical Period for Learning in a Congenitally Deaf Child. American Annals of the Deaf, v117 n3, pp397-400, Jun 1972.

    *Aurally Handicapped; *Language Development; *Infancy; *Manual Communication; *Parent Role; Sign Language; Case Studies

27. Rainier, John D. Psychiatric Services for the Deaf: Some Unmet Needs. Journal of the Rehabilitation of the Deaf, v3 n1, pp82-89, Jul 1969.

    *Exceptional Child Services; *Aurally Handicapped; *Psychiatric Services; Mental Health; Early Childhood; Identification; Behavior Problems; Legal Aid; Counseling Services

28. Rhodes, Mary Jane. Invisible Barrier. Exceptional Parent, v1 n6, pp10-14, Apr-May 1972.

    *Exceptional Child Education; *Aurally Handicapped; *Identification; *Family Role; *Manual Communication

A mother briefly describes her experience of learning that her 9-month-old son was deaf, seeking medical help, providing her son with physical demonstrations of love, and encouraging her son to join in many different experiences with hearing individuals.

29. Ross, Mark. Loop Auditory Training Systems for Preschool Hearing Impaired Children. Volta Review, v71 n5, pp289-295, May 1969.

    *Exceptional Child Education; *Aurally Handicapped; *Loop Induction Systems; *Preschool Children; Problems; Electronic Equipment; Acoustics; Acoustical Environment; Hearing Aids

30. Rowe, Linda Jo; Rice, Robin. Oral Language Development in the Preschool Deaf Child: A Two-Way Communication Process. Claremont College Reading Conference 32nd Yearbook, pp247-254, Feb 1968.

    *Language Development; *Preschool Children; *Deaf Children; *Lipreading; *Visual Discrimination; Oral Communication; Parent Participation; Receptive Language; Finger Spelling; Social Integration

31. Schools and Classes for Deaf Children under Six. Volta Review, v69 n6, pp400-413, Jun 1967. [Not available from EDRS]

    Exceptional Child Education; Aurally Handicapped; Preschool Children; Multiply Handicapped; Deaf; Hard of Hearing; Children; Aphasia; Special Schools; Special Classes; Residential Centers; Day Schools; Public Schools; Private Schools; Mentally Handicapped; Directories

Listed geographically are 343 schools, classes, and teaching facilities (including 15 in Canada) for aurally handicapped children under 6 years of age. Each listing includes school name, address, school type (public or private, day or residential), and entrance age requirements. Indications are made for facilities which do not admit hard of hearing children, which do admit aphasic children, and which do admit deaf children with mental retardation or other multiple handicaps.

32. Schwartzberg, Joanne G. A Young Deaf Child Learns Emotional Concepts from Stick Figures and Faces. Volta Review, v71 n4, pp228-232, Apr 1969.

*Exceptional Child Education; *Aurally Handicapped; *Concept Teaching; *Fundamental Concepts; Expressive Language; Audio-visual Aids; Illustrations; Preschool Children; Deaf; Emotional Experience

33. Simmons, Audrey Ann. Language Growth for the Pre-Nursery Deaf Child. Volta Review, v68 n3, pp201-205, Mar 1966.

Exceptional Child Education; Aurally Handicapped; Language; Preschool Children; Language Instruction; Parent Role; Preschool Learning; Case Studies (Education); Teaching Methods; Parent Participation; Parent Responsibility

Language growth in a deaf child can occur during the pre-nursery period if proper and sufficient stimulation occurs in the home. Language comprehension precedes expression. Language development is achieved through several stages--(1) periods of exposure to speech, (2) awareness of speech of others, (3) simple responses to speech with some lip movement mimicry, and (4) comprehension. Although the first stage may prove frustrating to the parents because of the lack of responsiveness of the child, it is critical. Attention should be given to concept formation, the use of function words, and the use of auxiliaries to denote past, present, and future. A case history illustrates the stages of language development.

34. Stein, Laszlo K.; Green, Mary Briggs. Problems in Managing the Young Deaf-Blind Child. Exceptional Children, v38 n6, pp481-484, Feb 1972.

*Exceptional Child Services; *Multiply Handicapped; *Deaf Blind; *Interdisciplinary Approach; *Intervention; Psychological Services; Medical Treatment; Preschool Children

35. Stern, Virginia W. Finger Paint on the Hearing Aid. Volta Review, v71 n3, pp149-154, Mar 1969.

*Exceptional Child Education; *Aurally Handicapped; *Preschool Children; *Regular Class Placement; Deaf; Nursery Schools; Adjustment (To Environment); Parent School Relationship; Peer Groups; Language Development

36. Varwig, Renate. Social Considerations in the Care of the Preschool Hearing Handicapped Child. Volta Review, v15 n4, pp143-144, 146-148, 1966. [Not available from EDRS]

Exceptional Child Services; Aurally Handicapped; Multiply Handicapped; Family (Sociological Unit); Deaf; Children; Emotionally Disturbed; Preschool Children; Parent Attitudes; Parent Child Relationships; Problems; Social Problems; Anti Social Behavior; Parent Counseling

Deaf children have a higher incidence of emotional disturbances and behavior deviations than do children with normal hearing. If a child's hearing loss is not recognized as such, his inability to respond may be interpreted as naughtiness or stubbornness. Parental attitudes toward deaf children range from over-protectiveness to denial of existence of the handicap, complete indifference to the child, or frank hostility. Parents must have the opportunity to ask questions and resolve their mixed feelings so that they may see their offspring as children first, instead of focusing on the handicap. Personality and environmental factors which determine the ability of parents to accept the handicapped child are emotional maturity, intellectual capacity, stability of marriage, and absence or presence of social handicaps. In some homes the presence of the hearing handicapped child is just one of many problems such as unemployment, ill health, and poor housing. Social and emotional problems put an added strain on the parents' feelings toward the child and their ability to use constructively help offered by the clinic. Therefore, a psychosocial assessment is necessary, and the social worker is essential to the diagnostic-therapeutic team.

37. Vernon, McCay. Meningitis and Deafness: The Problem, Its Physical, Audiological, Psychological, and Educational Manifestations in Deaf Children. Laryngoscope, v77 n10, pp1856-1874, Oct 1967. [Not available from EDRS]

Exceptional Child Research; Academic Achievement; Aurally Handicapped; Multiply Handicapped; Neurologically Handicapped; Sex Differences; Intelligence Differences; Preschool Children; Psychological Evaluation; Communication Skills; Adjustments (To Environment); Diseases; Etiology; Deaf; Testing; Meningitis

A study of the effects of meningitis on children who suffered hearing loss as a result of this disease involved 1,468 school age deaf children (8% postmeningitic). More boys than girls were in the postmeningitis group, and the prevalence of multiple handicaps among these children was 38%; aphasia, mental retardation, emotional disturbance, and spasticity were the most common secondary effects. Age at onset of the disease was found to be usually prelingual. The average performance scale IQ for the sample was 95, significantly below the mean IQ for the general population (p equals .05). Comparisons of educational achievement showed achievement of the postmeningitis group to be two-thirds that of the genetically deaf, one-half that of normally hearing children, and equal to that of children deaf due to Rh complications, prematurity, or maternal rubella. Level of skill in written language, the key variable for deaf children, was significantly below that of the genetic deaf child (p equals .01). In emotional adjustment, teachers rated postmeningitic deaf children as well adjusted, but psychological evaluation indicated a 29.3% rate of serious maladjustment. Audiometric findings showed that relative to other deaf school-age youths, the postmeningitic have a profound hearing loss.

38. Vernon, McCay; Koh, Soon D. Effects of Oral Preschool Compared to Early Manual Communication on Education and Communication in Deaf Children. American Annals of the Deaf, v116 n6, pp569-574, Dec 1971.

*Exceptional Child Research; *Aurally Handicapped; *Early Childhood Education; *Oral Communication; *Manual Communication; Academic Achievement; Language Ability; Language Instruction

VISUALLY HANDICAPPED

VISUALLY HANDICAPPED

1. AAIB National Conference on Pre-School Services for Visually Handicapped Children and Their Families. March 1965, 102p. ED 013 511

Exceptional Child Services; Visually Handicapped; Preschool Children; Children; Community Resources; Evaluation; Emotional Development; Identification; Clinical Diagnosis; Parent Counseling; Child Development; Conference Reports; Medical Evaluation; Referral; Community Services; Student Placement; Health Services; Children's Bureau

These 11 papers were presented at the American Association of Instructors of the Blind National Conference on Preschool Services for Visually Handicapped Children and Their Families. Physicians, social workers, educators, and representatives of community services participated in the conference held March 28-30, 1965. In the keynote address, Elizabeth Maloney spoke on What Are We Doing and What Can We Do for Visually Handicapped Preschool Children. Other papers presented were (1) Methods Used in Defining Blind Children in Greater Cleveland by Patricia Stone, (2) Identification and Evaluation of Infants and Children with Visual Defects--the Role of the Pediatrician by Gordon Bloomberg, (3) The Identification, Diagnosis, and Evaluation of Eye Diseases by Phillip Shahan, (4) Identification, Diagnosis and Evaluation by Robert McQuie, (5) Counseling with Parents of Blind Children--A Social Worker's Point of View by Marie Morrison, (6) Some Thoughts on the Emotional Development of Preschool Children by Thomas Brugger, (7) Children's Bureau Health Services for Children with Visual Handicaps by Alice Chenoweth, (8) Referral To and Use of Community Resources by Roy Davidson, (9) What Affects Blind Children's Development by Miriam Norris, and (10) Liaison with and Reporting to Schools by Randall Harley.

2. Abel, Georgie Lee; and Others. The Counseling Process and the Teacher of Children with Multiple Handicaps. 1968, 93p. ED 043 985

Case Studies; Conference Reports; *Counseling; Counselor Role; *Exceptional Child Services; *Multiply Handicapped; *Teacher Role; *Visually Handicapped

The focus of the institute on the counseling process and teachers of multiply handicapped children was on children with at least one sensory, emotional, or physical impairment in addition to a visual handicap. The roles of the specialist and the teacher in the counseling process and the determination of the best educational placement for the child were considered. The multi-disciplinary approach to children with multiple handicaps was urged. Six case studies are presented for study, and observations and implications based on the case studies are noted. A summary and recommendations for further study and follow-up are included.

3. Biennial Conference of the American Association of Instructors of The Blind. June, 1966, 119p. ED 015 605

Exceptional Child Research; Reading; Teaching Methods; Braille; Visually Handicapped; Blind; Partially Sighted; Educational Research; Multiply Handicapped; Adolescents; Children; Libraries; Conference Reports; Lib-ary Services; Mobility Aids; Preschool Children; Preschool Programs; Reading Improvement; Reading Instruction; Teaching Machines; Sensory Aids; Visually Handicapped Mobility; Instructional Materials; Speech Compression; Secondary School Students; Visual Stimuli; Visually Handicapped Orientation

The theme of the convention was research--key to progress, and papers were delivered in the following areas--(1) Research on the Teaching of Reading and Improving Reading Skills, (2) Research on Independent Living Skills and Orientation, Mobility, and Travel, (3) Research on the Child with Limited but Useful Vision, (4) Research on the Multihandicapped Child, and (5) Research on Listening, Technical Devices, and Teaching Methods. Special papers and reports were given on (1) Philosophy and Goals of a Preschool Program, (2) How Shall We Serve Our Visually Handicapped Preschool Children, (3) Libraries and Library Services for Visually Handicapped, and (4) Enrichment Through A Touch and Learn Center. Presidential, committee, and business reports are included.

4. Blindness and Services to the Blind in the United States. 1971, 212p. ED 061 692 [Not available from EDRS]

*Agencies; Legislation; *National Surveys; Rehabilitation; Research Utilization; *Services; *Statistical Data; *Visually Handicapped

Reported are results of a study of the characteristics and problems of the blindness system in the United States. The term blindness system is defined to include the set of persons with severe visual handicaps; the set of agencies, groups, and institutions providing services or financial support to them; the research and training affecting provision of services; and the laws, policies, and programs under which services are provided. Following a summary of findings and proposed directions of change, evidence gathered is presented in four sections: the blindness system in the U.S., formulation and application of a general model for the blindness system, research and technology relating to rehabilitation of the severely visually handicapped, and blindness legislation. Appended are six papers discussing allocation of resources to the various constituencies of the blind population, rehabilitation issues, new sources for manpower in the field, the role of technology in relation to visual impairment, psychosocial problems of the blind, and the ophthalmologist's role in rehabilitation.

Availability: OSTI Press, 83 Rogers Street, Cambridge, Massachusetts 02142

5. Bryan, Dorothy. Guide for Parents of Pre-School Visually Handicapped Children. 1972, 65p. ED 064 819

Agencies; Child Development; *Exceptional Child Education; *Guidelines; Parent Attitudes; *Parent Education; *Preschool Children; *Visually Handicapped

Written as a guide for parents of preschool visually handicapped children, the booklet provides background information and some basic facts thought to be necessary to help the child grow into a happy, well-rounded and successful adult. Guidelines are presented concerning the following: the need for positive parental attitudes toward the young baby, the need for a routine sleeping habit, the need to develop regular eating habits, the need to help and encourage the child in his attempts to sit and crawl, helping the child learn to walk, toilet training, learning to dress and undress, the need for the same kinds of toys and play as the normal child, the need for special efforts to provide the child with activities and behavior experiences that the normal child acquires without much effort, and school readiness. Then follow two listings, one of 48 Illinois agencies and one of 22 national agencies serving visually handicapped persons. Information provided on the agencies includes complete name, address, telephone number, and a short paragraph describing the service.

6. The Challenge of Educating the Pre-School Blind Child with Multiple Handicaps. 1970, 75p. ED 048 681

*Conference Reports; Early Childhood; *Exceptional Child Education; *Multiply Handicapped; *Preschool Education; Visually Handicapped

Proceedings from a Special Studies Institute on the Challenge of Educating the Preschool Blind Child with Multiple Handicaps (New York, April 27-29, 1970) are compiled. Papers and panel discussion topics include the challenge of educating the multiply handicapped child with sensory defects; the physician's contribution in diagnosis, treatment and consultation; adapting professional knowledge and skill to service; educational techniques; problems of multiply handicapped children in rural areas; and the impact of Federal legislation on the education of the handicapped.

7. Connelly, Winnifred. Visually Handicapped Children--Birth to Three Years. December, 1969, 10p. ED 041429

Exceptional Child Education; Visually Handicapped; Early Childhood; Child Development; Parent Child Relationship; Blind; Infants; Learning Activities

The early development of visually handicapped children, from birth to age 3, is discussed. The mother's role following diagnosis is stressed, with attention to providing love, and an environment for learning, manipulative and motor activities, and nutrition.

8. A Demonstration Project on Developing Independence in Preschool Visually Handicapped Children. August 1969, 62p. ED 032 699

Exceptional Child Research; Visually Handicapped; Preschool Education; Case Studies (Education); Self Care Skills; Body Image; Space Orientation; Socialization; Teaching Methods; Individual Instruction; Behavior Rating Scales; Parent Education; Program Costs; Professional Personnel; Screening Tests; Student Evaluation

Seven preschool blind children participated in a 6-week program for developing independence in these areas: movement in space, self help skills, effective use of residual vision, socialization, and body image. Children were provided with a variety of activities, were encouraged to do things for themselves, and were accompanied by an aide who helped them express themselves and who assisted in carrying out the teachers' programs. Parent education meetings were held, and caseworkers provided counseling. Case studies of the children indicate improvements in self help and other skills; each child was evaluated on three scales for blind children which indicated an increased number of items able to be completed for most of the children. Reports of professional visitors were favorable. Information on the staff, cost of the program, and dissemination is provided; the three evaluation scales, as well as behavioral observations, are included.

9. Educational Aids for Visually Handicapped. February 1969, 27p. ED 030 242

Exceptional Child Education; Visually Handicapped; Instructional Materials; Sciences; Braille; Catalogs; Readings; Handwriting; Sensory Aids; Deaf Blind; Electronic Equipment; Games; Social Studies; Typewriting; Health Education; Language Arts; Mathematics; Mobility Aids; Audio Equipment; Music Magnification Methods; Paper (Materials); Physical Education; Cooking Instruction; Sewing Instruction; Preschool Education; Industrial Arts

Listings specifying source and cost are provided of tactile aids and materials designed for the visually handicapped. Items are presneted in the following categories: supply sources and catalogs for aids; Braille devices, including duplicators, reading and writing aids, styluses; deaf blind aids; electronic devices; games, including general and card games, chess and checkers, and puzzles; mobility aids; optical aids and instruments; paper and binders; personal aids; preschool devices and materials; reading aids; and recording and sound equipment. Additional categories of listings are in the subject areas of geography and social studies, handwriting and typewriting, health education, language arts, mathematics (general, counting geometric, linear measurement, slates, and time), music, physical education, practical arts (cooking and sewing), science, and vocational education (industrial arts).

10. Halliday, Carol. The Visually Impaired Child: Growth, Learning, Development--Infancy to School Age. March 1970, 85p. ED 038 811

Exceptional Child Education; Visually Handicapped; Child Development; Preschool Children; Multiply Handicapped; Learning Readiness; Instructional Materials; Special Services; Learning Processes; Physical Development; Social Development; Self Care Skills; Intellectual Development; Emotional Development; Language Development; Perceptual Motor Coordination; Personal Growth

Addressed to both professionals and parents, the handbook delineates visual impairment and discusses child growth with reference to the visually handicapped. Development in the visually impaired of self care skills and along physical, social/personal, intellectual, and emotional lines is described and contrasted to that of the normal child. Also, school readiness problems for visually and multiply handicapped children are discussed. Materials and services are considered and their sources listed.

11. Imamura, Sadako. Mother and Blind Child, the Influence of Child-Rearing Practices on the Behavior of Preschool Blind Children. March 1965, 86p. ED 013 509

*Blind; *Personality Development; *Behavior; *Parent Child Relationship; *Blind Children; Child Rearing; Mothers; Preschool Children; Behavioral Science Research; Statistical Studies; Mother Attitudes

The behavior of preschool blind and preschool sighted children and the relationships between the behavior of mothers and children were studied. Subjects were 10 blind and 12 sighted children from three to six years of age and from nonimmigrant, unbroken Caucasian families of average socioeconomic status and Christian background. A systematic behavior observation technique was used to observe each child in his home environment. Results showed significantly greater interaction with adults by blind children than by sighted children, no significant differences in the amount of self-instigated behavior between groups, and more self-instigated behavior aimed at the mother by blind children than by sighted children. Blind children's self-instigated behavior aimed at the mother was categorized as 51 percent succorant, 30 percent sociability, and 14 percent dominance. No significant differences were found among these three types of acts for the sighted children. In relation to their mothers, blind children tended toward succorance and sociability, and sighted children tended toward dominance and nurturance. The behavior of blind children was not as variable as that of sighted children. Succorance was the characteristic which most clearly distinguished the behavior of blind and sighted children. Mothers of blind children were compliant to about half of children's succorant behavior. Mothers of sighted children either complied very much or very little to such behavior. Mothers of blind children used refusal and ignoring as ways of not complying, while mothers of sighted children relied almost totally on refusal. A number of significant relationships were found between the behavior of blind children

and their mothers. The author concluded that the degree of self reliance in a child is better predicted from the mother's compliant behavior than from the existence of blindness in the child.

Availability: The American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011. $1.50

12. Lowenfeld, Berthold. Multihandicapped Blind and Deaf-Blind Children in California. May 1968, 101p. ED 032 663

Blind; Counseling Services; Deaf Blind; Educational Programs; Emotionally Disturbed; Etiology; *Exceptional Child Research; *Incidence; Mentally Handicapped; *Multiply Handicapped; Out of School Youth; Physically Handicapped; Preschool Children; Psychoeducational Clinics; Residential Schools; Speech Handicapped; Visual Acuity; *Visually Handicapped

Data elicited by two questionnaires on the characteristics (numbers, nature, extent, and location) of the multihandicapped population under 21 years of age in California are presented. Based on replies by 613 programs (47% response) and estimated to include 80 to 90% of the state's multihandicapped blind children, statistics concern multihandicapped blind and deaf blind children, each in terms of the following categories: in school, in state hospital schools, not in school but of school age, and of preschool age. Further data treat severity and average number of handicaps as well as frequency of handicaps for 940 multihandicapped blind and 240 deaf blind children.

13. Lowenfeld, Berthold. Our Blind Children, Growing and Learning With Them. 1964, ED C11 711 [Not available from EDRS]

*Blind Children; *Child Rearing; *Special Education; Blind; Elementary Level; Instructional Materials; Kindergarten; Nursery Schools; Parent Attitudes; Residential Schools; Social Development

Written as an aid to parents, this book presents facts on blindness and practical information on the rearing of blind children from infancy through adolescence. Information is given about teaching blind children skills and habits related to eating, toilet training, sleeping, dressing, walking, talking, and playing. Schooling and related questions of readiness, placement, and special materials and methods are discussed. Concerns of the blind adolescent are presented. Questions often asked by parents of blind children are answered in a separate chapter. The Appendix lists 34 books and pamphlets about children and blind children, three periodicals and seven organizations concerned with the blind, and sources of information about educational facilities for the blind. This book was published in 1964 by Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, at $7.00.

14. Misbach, Dorothy L.; Sweeney, Joan. Education of the Visually Handicapped in California Public Schools. 1970, 95p. ED 051 617

Administration; Curriculum *Educational Programs; *Exceptional Child Education; Public Schools; *State Programs; *Visually Handicapped

Intended as a guide and reference for administrators and teachers responsible for the operation of special educational programs for the visually handicapped in California public schools, the document first traces the historical and philosophical development of publicly financed education for visually handicapped children in California. Definitions, methods of identification, and incidence figures are given. Described are the types of programs offered for the visually handicapped: special and regular day classes, remedial and individual instruction, mobility instruction, payment of tuition, and residential schools. Factors to be considered in establishing and operating a program, such as legal authority and provisions, evaluation and placement procedures, counseling, and orientation program, are discussed. Guidelines for the various levels of school district personnel involved in operating a program are given. Examined are the implications of the limitations of visually handicapped students for instructional planning and curriculum. The final chapter identifies some additional state services for the visually handicapped.

15. Mulholland, Ann M.; Fellendorf, George W. National Research Conference on Day Programs for Hearing Impaired Children. Final Report. May 1967, 162p. ED 026 795

Administration; Admission Criteria; *Aurally Handicapped; Clinical Diagnosis; Community Programs; Cooperative Planning; *Day Programs; Day Schools; Demography; Educational Needs; *Exceptional Child Education; Identification; Incidence; Preschool Children; School Districts; Special Classes; State Legislation; State Programs; Supervisor Qualifications; Teacher Supervision

State needs in public school education for the hearing impaired and steps in the development of comprehensive state planning are presented along with recommendations of conference participants, a summary report, and models for regional planning, day programs, and the team approach. The interest of the Alexander Graham Bell Association and the U.S. Office of Education in day programs and the conference organization are explained. Following an introduction by Eleanor Vorce, topics discussed are the day care program in education by Ann M. Mulholland, organization and administration of a program at state and local levels by Charles W. Watson, demographic and economic criteria in establishing classes by James C. Chalfant, supervision at state and local levels by Hazel Bothwell, and supervision of classroom teachers by Evelyn M. Stahlem. Also included are Janet B. Hardy on early identification, Robert Frisina on diagnostic evaluation and placement, June Miller on admission criteria for day schools, and Mamie J. Jones on coordination of specialists in public school programs. Recommendations for research, a summary of group discussions, and conclusions are provided along with a preliminary conference report, conference program, list of participants, and a 21-item bibliography.

16. A Plan for Itinerant Educational Consultant Services for Preschool Visually Handicapped Children. 1971, 78p. ED 059 553

*Early Childhood Education; Educational Programs; *Exceptional Child Research; Interpersonal Competence; *Itinerant Teachers; Preschool Children; Prevention; *Sensory Training; *Visually Handicapped

A demonstration project was conducted involving itinerant educational consultant services for preschool visually handicapped children with the objective of preventing social and sensory deprivation and of developing personal independence. Channels were established for referral of applicable visually handicapped preschool children to the program. Selected preschools for children other than visually handicapped children agreed to admit visually handicapped children and received supportive services to handle the visually handicapped child. Where needed, an itinerant teacher visited the homes of preschool visually handicapped children. For each of the 28 children involved in the study, the birthdate, diagnosis, vision, referral, and services rendered were reported. The Social Maturity Scale for Blind Preschool Children (Maxfield and Buchholz, 1957) was the standardized evaluation tool used in many cases. Although success was thought to be intuitively apparent in various cases, the complexity of the children's problems precluded definitive measurements of progress in all cases. Appended were four reports by an instructional aide, two mobility students, and a nursery school teacher of their experiences in working with the preschool visually handicapped children.

17. Savitz, Roberta A. Vision Screening of the Preschool Child. 1964, 78p. ED 012 120

Exceptional Child Research; Visually Handicapped; Tests; Vision; Vision Tests; Preschool Children; Screening Tests; Testing; Preschool Tests; Handicap Detection; Visual Discrimination; Osterberg Chart; Allen Picture Cards; American Optical Kindergarten Chart; Stycar Vision Test

Using a sample of 94 children (31 to 54 months old), this study compared eight vision screening procedures for young children in the ability to test for several visual functions and preference among them by children. The subjects were originally tested using the eight screening tests, and 6 months later 40 of the children were retested for changes in visual acuity and eye dominance during the interim period. Results indicated that the relative screening ability of the procedures was undetermined for the visual functions of visual acuity, muscle balance, and color preference due to nontestability of significant numbers of the subjects. The results indicated that eye dominance could be established. The conclusion suggests that preschool children 30 months of age and over can be screened, although 50 percent may be nonstable. A bibliography of 120 items is included.

18. Sensory Experiences: Auditory, Visual, Tactile. Developmental Skills Series, Booklet II. April 1968, 143p. ED 048 153

Auditory Perception; *Curriculum Guides; *Kindergarten; *Perceptual Development; *Preschool Curriculum; Tactual Perception; Visual Perception

Grades or ages: Four-, five-, and six-year-olds. Subject Matter: Sensory experiences, including tactile, auditory, and visual. Organization and Physical Appearance: The guide is divided into three sections, one for each of the above sensory areas. Each section lists materials and describes activities; illustrations are interspersed. The guide is mimeographed and spiral bound with a soft cover. Objectives and Activities: Each section begins with a brief outline of objectives. Following this, the major portion of the section consists of detailed instructions for numerous specific activities, mostly games and songs. At the end of each section, a class inventory lists activities each child should be able to do. Instructional Materials: Materials needed for each activity are listed along with the activity description. In addition, there is a short list of commercially available materials at the end of each section. At the end of the guide there is a bibliography of children's books and a list of references for teachers. Student Assessment: No provision other than the class inventory is made. Options: The guide is suggestive only. It makes no mention of timing or means of incorporating the activities described into the total program.

19. State of Illinois Services for the Blind and Visually Impaired. 21p. ED 065 202

*Blind; *Catalogs; Guides; Handicapped Children; *Partially Sighted; *State Programs; *Visually Handicapped

This booklet lists the names and addresses of units serving the blind and partially sighted in the state of Illinois and gives a brief description of each unit. The services provided are listed under the following categories: Services for the Aged, Services for Parents of the Visually Impaired, Educational Services for Visually Handicapped Children, The Public School and the Visually Handicapped Child, Program Assistance, Schools for Visually Impaired, College-Vocational Counseling and Assistance, For Veterans, Home Counseling Service, Library Services.

20. A Study of Visual Perceptions in Early Childhood. 1967, 95p. ED 023 451

American Indians; Conservation (Concept); *Cultural Disadvantagement; Cultural Factors; Ethnic Groups; Interaction; Mexican Americans; Perception Tests; Perceptual Development; *Preschool Programs; *Rural Youth; Sensory Training; Space Orientation; *Visually Handicapped; *Visual Perception

Over a period of three years a group of 510 rural children participated in a study of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constance, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school.

21. Toys for Early Development of the Young Blind Child: A Guide for Parents. January 1971, 18p. ED 065 201

*Blind; *Child Development; Cognitive Development; Early Childhood Education; *Guides; Handicapped Children; Parent Counseling; *Preschool Children; Skill Development; *Toys; Visually Handicapped

A booklet is presented for parents of blind children. This booklet lists various toys that are useful for the child in his development and cognitive growth. Three kits of toys are presented. Each of these kits was developed for children of approximate age groups. Kit #1 is for the very young blind infants and contains toys that usually interest youngsters who are six months to one year of age, toys that are large, soft, and lightweight. Kit #2 contains items which encourage the development of skills ordinarily acquired by children between the ages of one and two years. Kit #3 is for the blind child from two to three years of age.

22. Treganza, Amorita; and Others. Vision Screening Programs, Pre-School and School Age. 22p. ED 016 328

Exceptional Child Education; Tests; Visually Handicapped; Vision Tests; Screening Tests; Identification; Adolescents; Children; Identification Tests; Preschool Children; Questionnaires; Records (Forms); Testing Programs; San Diego County

Vision problems can be detected in preschool and school age children by the use of the appropriate tests outlined in this booklet. These tests are designed to be administered in part by lay personnel under the direction

of an optometric consultant. The entire program consists of the completion of a developmental questionnaire by the parents, an examination of the external appearance of the eyes, and the following tests--identification, plus lens test, motilities, eye alignment, prism test for binocular awareness, peripheral orientation (preschool only), fixations (school age), focusing ability (school age), gross retinoscopy at distance, ophthalmoscopy, stereo fly (school age), brock string (school age), and perceptual copy and incomplete copy forms (school age). The administration procedure and grading criteria for each test are described, and the necessary test materials for both the preschool and the school age programs are listed. An appendix includes suggested forms, such as the developmental questionnaire (in English and Spanish), the teacher's observation report form, the preschool and school age vision screening record, a vision screening referral form, parent authorization, and the eye examiner's report to the school. It is recommended that all preschool children 3 years and over, all children in the first three grades, and all those in the lower one-third of their classes in the remaining grades be screened for vision problems. Ideally, all children would be screened.

23. Vision Care and the Nation's Children. 1968, 46p. ED 030 998

Exceptional Child Services; Visually Handicapped; Identification; Vision; Agency Role; Optometrists; Ophthalmology; Geographic Location; Preschool Children; Personnel Needs; Elementary School Students; Secondary School Students; Federal Aid; Screening Tests; Incidence; Etiology; Professional Personnel

Aspects of vision and vision care considered are the following: extent and types of vision defects of American children; importance of vision care in pre-school years, elementary school, and secondary school and beyond; and manpower resources in vision care today, the extent of vision testing and care, special problem areas, and governmental support. Recommendations are made for vision screening, examination, and correctional aids, research and demonstration, training assistance, improved statistics on vision care, and improved coordination among vision care personnel. Charts present data on vision problems of children by age groups, incidence, professional responsibilities for detecting vision problems, interprofessional relations in treatment, number, ratio, and distribution of vision care manpower, analysis of optometric needs by states by 1970, location of non-federal physicians specializing in ophthalmology and otolaryngology, certified orthoptists in 1964, preschool vision screening tests.

24. Visually Handicapped - Programs: Exceptional Child. February 1971, 15p. ED 051 600

*Annotated Bibliographies; *Bibliographies,*Exceptional Child Education; *Visually Handicapped; Visually Handicapped Mobility; Visually Handicapped Orientation

The bibliography contains 53 references selected from Exceptional Child Education Abstracts concerning educational and home programming for visually handicapped children. One in a series of over 50 similar selected listings relating to the education of the handicapped or gifted, the bibliography cites texts for parents and teachers on topics such as mobility and orientation, programed instruction, legal considerations, physical education, career planning, recreation, and other topics relevant to the blind. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry, and author and subject indexes are included.

25. Visually Handicapped - Research: Exceptional Child. February 1971, 22p. ED 051 601

*Annotated Bibliographies; *Bibliographies; *Exceptional Child Education; Research Projects; Research Reviews (Publications); *Visually Handicapped

One in a series of over 50 similar selected listings relating to the education of gifted or handicapped children, the bibliography contains 81 references selected from Exceptional Child Education Abstracts on research studies of visually handicapped children. References include research reports on screening and identification, listening abilities, visual impairment. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are included for each entry, and author and subject indexes are provided.

26. Whitcraft, Carol. Gross Motor Engrams: An Important Spatial Learning Modality for Preschool Visually Handicapped Children. Vol. 1, No. 9. 1971, 14p. ED 055 390

*Exceptional Child Research; *Motor Development; Neurology; Perceptual Development; *Perceptual Motor Learning; Research Reviews (Publications); *Space Orientation; *Visually Handicapped; Visually Handicapped Orientation

Investigations and theories concerning interrelationships of motoric experiences, perceptual-motor skills, and learning are reviewed, with emphasis on early engramming of form and space concepts. Covered are studies on haptic perception of form, the matching of perceptual data and motor information, Kephart's perceptual-motor theory, and supporting data for this theory from physiological investigations. Such supporting data includes research on the concept of motor engrams, defined in physiological terms as a structural change in the nervous system effected by an experience. For visually handicapped children, the concept of motoric engrams is seen as an essential learning modality for motor orientation and spatial perception. Four motor generalizations significant in the education of blind children are delineated: balance and posture, contact, locomotion, and receipt and propulsion. Concluded is the importance of establishing spatial orientation

intrinsically through gross motor movements in early childhood (gross motor engramming as a learning modality for interacting with one's environment). All children are seen to need gross motoric engrams as foundations for spatial-perceptual development, with the blind urgently needing motoric environmental interaction as a readiness base for mobility.

27. Wood, Nancy E. Factors of Visual Perception and Their Relation to the Language Proficiency of Children. Final Report. May 1970, 321p. ED 055 502

*Children; Cognitive Processes; Comparative Testing; *Educational Experiments; *Educational Research; Interference (Language Learning); Language Instruction; *Language Proficiency; Learning Theories; Low Income; Minority Groups; Semantics; Standardized Tests; Statistical Analysis; Tables (Data); Visual Acuity; Visual Discrimination; Visual Learning; *Visual Perception

This report describes an experiment concerned with a possible relationship between the inability to learn basic educational skills, such as reading and writing, and the inability to organize incoming stimuli for communication purposes, in spite of adequate intellectual potential. The study had three main tasks. The first problem was to develop a battery of test items that would be subject to varying degrees of interference and that would be sensitive to a wide range of responses of children between three and six. The second task was to compare the responses of two groups of children, one with expected low language proficiency and one with expected high language proficiency, on the newly devised tests and on a battery of standard tests designed to measure language proficiency. The third step was to study the data and discover the implications for improved educational methods for children with language learning problems, especially those from minority groups. Included are details on personnel, test administration, experimental and standard tests, analysis of the data, conclusions, and implications for further studies. Tables give the statistical results; examples of the experimental test items are provided along with administrative details and references.

28. Wooldridge, Lillian; And Others. Techniques for Daily Living: Curriculum Guides. 1970, 205p. ED 047 466

*Curriculum Guides; *Exceptional Child Education; *Self Care Skills; Teaching Guides; *Visually Handicapped

Presented are specific guides concerning techniques for daily living which were developed by the child care staff at the Illinois Braille and Sight Saving School. The guides are designed for cottage parents of the children, who may have both visual and other handicaps, and show what daily living skills are necessary and appropriate for the children at various age levels

of development. Explicit directions for teaching each individual skill are given, and the coverage of daily living skills is comprehensive. Skills in the following areas are detailed: personal needs (bathing and personal hygiene, dressing and undressing), good grooming and personal appearance, caring for personal belongings and maintaining a neat room, socializing, performing household chores, handling and eating foods, and dining out in public.

JOURNAL CITATIONS

1. Adamson, William C. Helping Parents of Children with Learing Disabilities. Journal of Learning Disabilities, v5 n6, pp326-330, Jun-Jul 1972.

   *Exceptional Child Services; *Learning Disabilities; *Parent Counseling; *Parent Role; Counseling

Described is a three dimensional approach to helping parents of learning disabled children which includes educative counseling, interpretive counseling, and nabilitative involvement of parents.

2. Berger, Allen; Kautz, Constance R. Sources of Information and Materials for Blind and Visually Limited Pupils. Elementary English, pp1097-1105, Dec 1970.

   Visually Handicapped; Teaching Materials; Library Services

This nine page article lists names of magazines that are available in Braille, gives numerous addresses of associations, libraries and journals that provide services to the visually limited.

3. Bullard, Bonnie M.; Barraga, Natalie. Subtests of Evaluative Instruments Applicable for Use with Preschool Visually Handicapped Children. Education of the Visually Handicapped, v3 n4, pp116-122, Dec 1971. [Not available from EDRS]

   Exceptional Child Education; Visually Handicapped; Preschool Evaluation; Testing; Cognitive Measurement; Psychomotor Skills

Listed separately are subtests of evaluative instruments which can be used with preschool blind children and those which are applicable for use with preschool children with impaired but useful vision. Tests are listed according to the ability evaluated: immediate recall, association, logical thinking, discrimination, spatial relations, psychomotor skills, deductive reasoning, inducive reasoning, generalization, imitation, attention span, and language development.

4. Calvert, Donald R.; And Others. Experiences with Preschool Deaf-Blind Children. Exceptional Children, v38 n5, pp415-421, Jan 1972.

   *Exceptional Child Education; *Multiply Handicapped; *Deaf Blind; *Early Childhood Education; *Program Effectiveness; Program Descriptions; Behavior Change; Operant Conditioning; Auditory Tests

5. Cornacchia, Theresa; Spenciner, Loraine. Camp Program for Preschool Children with Auditory and Visual Handicaps. Education of the Visually Handicapped, v1 n3, pp88-89, Oct 1969.

   *Exceptional Child Services; *Multiply Handicapped; *Camping; Preschool Children; Deaf Blind; Parent Attitudes

6. Millar, Susanna. Visual and Haptic Cue Utilization by Preschool Children: The Recognition of Visual and Haptic Stimuli Presented Separately and Together. Journal of Experimental Child Psychology, v12 n1, pp88-94, Aug 1971.

   *Preschool Children; *Cues; *Haptic Perception; *Visual Stimuli; Recognition; Pattern Recognition; Tables (Data)

7. Nawratzki, I.; Oliver, M. Screening for Amblyopia in Children Under 3 Years of Age. Sight-Saving Review, v42 n1, pp14-19, 1972.

   *Exceptional Child Research; *Vision; *Screening Tests; *Preschool Children; Visually Handicapped; Test Reliability; Kindergarten Children; [*Amblyopia]

8. Patz, Arnall; Souri, Eli N. Phototherapy and Other Ocular Risks to the Newborn. Sight-Saving Review, v42 n1, pp29-33, 1972.

   *Premature Infants; *Vision; *Anatomy; *Lighting; Exceptional Child Research; Visually Handicapped; Medical Research; Medical Treatment; Research Reviews (Publications); Infancy; Hospitals; [*Retrolental Fibroplasia; Hyperbilirubinemia]

9. Solntseva, Lujdmila. The Upbringing of Blind Children in the Soviet Union. New Outlook Blind, v63 n2, pp42-44, Feb 1969.

   *Exceptional Child Education; *Visually Handicapped; *Family (Sociological Unit); *Preschool Children; Child Rearing; Blind; Visually Handicapped Orientation; Self Actualization; Learning Activities; [Soviet Union]

10. Stein, Laszlo K.; Green, Mary Briggs. Problems in Managing the Young Deaf-Blind Child. Exceptional Children, v38 n6, pp481-484, Feb 1972.

    *Exceptional Child Services; *Multiply Handicapped; *Deaf Blind; *Interdisciplinary Approach; *Intervention; Psychological Services; Medical Treatment; Preschool Children

11. Tait, Perla. The Effect of Circumstantial Rejection on Infant Behavior. New Outlook for the Blind, v66 n5, pp139-151, May 1972.

*Exceptional Child Education; *Visually Handicapped; *Parent Child Relationship; *Mother Attitudes; *Infant Behavior; Infancy; Child Development

Intentional or unintentional rejection of a blind infant by the mother is shown to be conducive to the child's willingness to explore his environment, which in turn can have negative effects on the child's development.

12. Wiehn, Virginia. An Early Childhood Education Program for Deaf-Blind Children. New Outlook for the Blind, v64 n10, pp313-316, Dec 1970. [Not available from EDRS]

Early Childhood Education; Deaf Blind; Summer Programs; Multiply Handicapped; Parent Role; Family Role

Services provided to preschool deaf-blind children by a school for the blind are described. Institutes attended by parents and children, home visits to local families by the school staff, and 1-week summer residential programs for entire families are discussed with the activities provided. The overall evaluation of these projects is indicated as very favorable.

ORTHOPEDICALLY HANDICAPPED

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1. An Adaptive Playground for Physically Disabled Children with Perceptual Deficits; The Magruder Environmental Therapy Complex. 1969, 22p. ED 036 941

   Design Needs; Environmental Criteria; *Exceptional Child Education; Motor Development; *Perceptual Motor Coordination Physical Facilities; *Physically Handicapped; *Playgrounds; Preschool Children; Recreational Facilities

Designed as a specialized play area for physically handicapped preschool children with perceptual deficits, The Magruder Environmental Therapy Complex (ETC) is described as a means to create an environment in which these children could function freely. Pictures are used to show children using the equipment and the architectural aspects of construction. A brief summary, the problem defined, the goal of ETC, the basic perceptual motor experiences of ETC, principal features of ETC and physical problems, testing plans designed to evaluate the effects of ETC, and early observations by teachers, therapists and aides indicating the benefits of the free, unstructured play area are detailed.

2. Cerebral Palsy: Exceptional Child Bibliography Series. February 1971, 21p. ED 054 572

   *Annotated Bibliographies; *Bibliographies; *Cerebral Palsy; *Exceptional Child Education; Research Projects

Eighty-one references selected from Exceptional Child Education Abstracts are included in the annotated bibliography on cerebral palsy, one in a series of over 50 similar listings dealing with handicapped and gifted children. For each listing, bibliographic and availability information, indexing and retrieval descriptors, and an abstract are included. The research reports, texts, journal articles, and other literature listed cover such aspects of cerebral palsy as agency role, associated handicaps, child development, clinical diagnosis, educational needs and programs, etiology, services available, language development, medical treatment, physical and speech therapy, and others. Both an author and a subject index are provided.

3. Design Needs of the Physically Handicapped. A Selected Bibliography. May 1970, 38p. ED 037 992

   *Annotated Bibliographies; Architectural Barriers; *Building Design; Deaf; *Design Needs; *Equipment; Hospital Schools; Literature; Mobility Aids; *Physically Handicapped; Public

Facilities; Recreational Facilities; School Design; Site Development; Special Education; Standards; Visually Handicapped

The facility and equipment design needs of the physically handicapped are described and listed as reference and material sources. Information sources include those which have been assigned retrieval terms and those which have not, organized into the following sections--(1) educational and special education facilities, (2) public facilities, (3) equipment needs for mobility, (4) supportive and background data on outdoor recreation and physical character, (5) films, and (6) people and places. Design criteria, guidelines, and standards are revealed in connection with planning, developing, designing, and constructing environments for the handicapped.

4. Gordon, Ronnie. The Design of a Pre-School Learning Laboratory in a Rehabilitation Center. 1969, 67p. ED 032 696

*Classroom Design; *Classroom Furniture; Design Needs; Educational Facilities; *Exceptional Child Education; Facility Requirements; Furniture Design; *Instructional Materials; Offices (Facilities); Physical Design Needs; Physical Facilities; *Physically Handicapped; Preschool Children; Space Utilization; Special Health Problems

A developmental setting for multi-handicapped preschool children and the physical layout of the classroom are described. Photographs and drawings of specially designed educational equipment, such as a shallow sand and water table adapted for wheelchair-bound children and an adjustable easel that allows armless children to paint with their feet, show the use of the materials and their design construction. Commentary is included which describes the function and purpose of each learning material along with the history of the school, its medical setting, and the educational philosophy of the program.

5. Hensley, Gene, Ed.; Patterson, Virginia W., Ed. Interdisciplinary Programming for Infants with Known or Suspected Cerebral Dysfunction. 1970, 107p. ED 043 979

*Cerebral Palsy; *Conference Reports; Curriculum Development; Early Childhood; *Exceptional Child Education; *Infancy; *Interdisciplinary Approach; Physically Handicapped; Teaching Methods

The report of an interdisciplinary conference held at Santa Monica, California (March 16-18, 1970), contains papers on interdisciplinary programming for infants with known or suspected cerebral dysfunction. Following a general

overview by R. R. Rembolt, a description of the Meeting Street School Home Developmental Guidance Program (Providence, Rhode Island) is presented by Eric Denhoff and others; Margaret Jones provides a program profile for infants and young children with physical handicaps, and Halbert Robinson examines the implications which cognitive research holds for early care. The psychologist's role in programing for such infants is suggested by C. R. Strother, while Frances Connor presents a curriculum concept for the very young handicapped child. Reports of the discussion groups include guidelines for educational programs and their implementations for infants with cerebral dysfunction.

6. Highlights of Service Programs. UCPA Affiliate Presentations at 1968 Regional Hearings. 1969, 116p. ED 031 839

Agency Role; *Cerebral Palsy; Clinical Diagnosis; Community Health Services; Day Care Programs; Dental Clinics; *Exceptional Child Services; Home Programs; Inservice Education; Medical Consultants; Parent Counseling; *Physically Handicapped; Prenatal Influences; Preschool Programs; Program Planning; Residential Care; Sheltered Workshops; State Legislation; *State Programs; Tax Support; Volunteer Training

Focusing on community service programs for the cerebral palsied, organizational patterns considered are program implementation, a state advisory and evaluation board, a program committee, continuing staff education, staff training at state schools for the retarded, training sub-professional volunteers, state legislation, and financial support. Various patterns of care are discussed and include a high risk mothers program, interdisciplinary clinics, rural satellite centers, the Rochester Rehabilitation Complex, agreement with the Visiting Nurses Association, the development of dental services, home service programs, day care programs, plans for a residential care facility, and therapy program. Prevention and early care, infant, prenursery, and nursery programs, and services to parents of preschool children are presented as aspects of early care. Adult and teen programs described are the small business enterprises program, sheltered workshops, continuous care for the severely handicapped, a work activity center, and the evolution of an activities program.

7. Myers, William A. Learning Systems for Preschool Physically Handicapped Children: A Training Program. 1971, 28p. ED 061 688

*Early Childhood Education; Educational Methods; *Educational Philosophy; Educational Planning; *Exceptional Child Education; Learning Characteristics; *Physically Handicapped; *Staff Orientation

The monograph discusses the establishment of a basic learning philosophy by staff involved in educating preschool physically handicapped children. Focused on as important topics to be considered in the formulation of a

basic philosophy are communication systems and educational goals and procedures as they relate to all personnel involved. The establishment of sound educational teaching systems (procedures) is discussed within the context of learning theory. Hilgard (1956) is cited often relative to basic learning philosophy. Particular learning needs of the physically handicapped are pointed out. It is concluded that systems of communication, goal setting, teaching procedure, and specific characteristics of crippled children must be interwoven to design appropriate educational approaches. A chart is presented outlining a possible training approach for the education of teachers working with handicapped children.

8. Nemarich, Samuel P.; Velleman, Ruth A. The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons; Curriculum and Instructional Techniques for Physically Disabled Students. 1969, 86p. ED 031 848

Art; Business Education; *Curriculum; Driver Education; *Exceptional Child Education; Flexible Scheduling; Grouping (Instructional Purposes); Guidance; Health Education; Home Economics; Language Arts; Library Instruction; Mathematics; Music; Photography; Physical Education; *Physically Handicapped; Preschool Education; Reading; Sciences; Social Studies; *Teaching Methods; Theater Arts

Designed to suggest solutions to problems of curricula and instructional techniques for physically disabled children, the text considers the nature of the child and discusses these aspects of curriculum and methods: definitions and objectives; teachers and administrators; time requirements and enrichment; grouping; reading instruction; testing, homework, and teacher's aides; automation; and classroom procedures. The following are also discussed: preschool education; language arts, art, music, physical education, math, and science in kindergarten; primary grades; language arts, math, social studies, and science in upper elementary grades; English, social studies, math, science, business education, and art, photography, puppetry, music, library, physical education, health, home economics, and guidance in secondary education; and extra-curricular activities including field trips and driver education. A summary and implications for future curricular changes are presented.

9. Physically Handicapped and Special Health Problems: Exceptional Child Bibliography Series. February 1971, 21p. ED 052 572

*Annotated Bibliographies; *Bibliographies; *Exceptional Child Education; *Physically Handicapped; *Special Health Problems

Contained in the bibliography are 77 references to texts, journal articles, program guides, research and medical reports, and other literature on physically handicapped children and children with other special health

problems. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. For each of the references, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes.

10. Rafael, Berta. Staff Training Model in an Agency Setting. 1971, 23p. ED 061 661

*Cerebral Palsy; *Early Childhood Education; *Educational Programs; *Exceptional Child Education; Intervention; Parent Education; Preschool Children; *Staff Role

Provided is the script for a presentation of 90 slides on a staff training model for cerebral palsied children of preschool age. The training program in early childhood intervention is said to have three parts involving teacher training, parent education which involves reciprocal sharing of information among parents and staff, and student training. Representative descriptions of the slides focus on the staff and their roles in the teacher training model, use of weekly staff meetings, decision-making required of the individual teacher, parent education, and training of students and interns.

11. Wieder, Daniel; Hicks, John. Evaluation of an Early Intervention Program for Neurologically Impaired Children and Their Families. 1970, 28p. ED 050 533

*Cerebral Palsy, Child Development; Counseling Effectiveness; Emotional Adjustment; *Exceptional Child Research; Intervention; *Neurologically Handicapped; Parent Attitudes; *Parent Counseling; *Program Evaluation

The final project report evaluates services to young infants and their parents in an early intervention program for neurologically handicapped (cerebral palsied) children. Following a general report of the 1969-70 activities, evidence from evaluation research in three areas is presented. Studied were the effects of group therapy on the parents of infants, the effects of the program on the emotional adjustment of the parents and their attitudes toward raising children, and effects of the program on the physical, social-emotional, and intellectual development of the 23 children, ages 9-44 months, who participated in the intervention program two mornings per week. Evidence suggested that in general the parents became less apprehensive and more self-assured in their reactions. Adjustment to the crippled child appeared to be more difficult for the mother than the father, and mothers had more need of counseling services. The program was more successful in affecting the adjustment and attitudes of mothers than fathers. Positive shifts were recorded in mothers' attitudes toward the child's disability and toward themselves. Pre- and posttesting with the Children's Developmental schedule, an experimental rating scale, showed significant growth in the areas of physical, social and emotional, and intellectual growth in one of the two groups of children.

JOURNAL CITATIONS

1. Muscular Dystrophy Associations of America, Inc. Exceptional Parent, v1 n6, pp22-23, Apr-May 1972.

   *Exceptional Child Services; *Physically Handicapped; *Special Health Problems; *Clinical Diagnosis; National Organizations; [*Muscular Dystrophy Associations of America]

Services provided by the Muscular Dystrophy Associations of America, Inc. are briefly noted.

2. Newman, Edward. The Future for Rehabilitation. Hearing Speech News, v38 n2, pp16-17, 20, Mar-Apr 1970.

   *Social Services; *Vocational Rehabilitation; *Preschool Programs; *Needs; *Communication; Public Support; Information Dissemination; Physically Handicapped; Talent Utilization

3. Rafael, Berta. The Advantages of Home Visits as a Pre-Admission Procedure. Teaching Exceptional Children, v1 n3, pp12-16, 1970.

   Exceptional Child Education; Cerebral Palsy; Home Visits; Parent Teacher Cooperation; Preschool Education; Neurologically Handicapped

Described are the advantages of informal home visits by the teacher prior to a cerebral palsied child's enrollment in a preschool program. Pre-visit apprehensions and planning are discussed, and a data recording form for home visits included.

4. United Cerebral Palsy Associations. Exceptional Parent, v1 n5, pp22-23, Feb-Mar 1972.

   *Exceptional Child Services; *Cerebral Palsy; *National Organizations; Physically Handicapped; Program Descriptions

Summarized are the organizations and activities of United Cerebral Palsy Associations, Inc.

SPEECH HANDICAPPED

SPEECH HANDICAPPED

1. Ashmore, Lear. Speech and Hearing Services in Exemplary Early Childhood Education Centers. 1971, 45p. ED 055 384

Communication Problems; *Early Childhood Education; *Exceptional Child Education; *Language Handicapped; Learning Disabilities; *Program Descriptions; Speech Therapists; Speech Therapy; *Team Teaching

Described is a projected program involving team teaching for speech clinician and classroom teacher to meet needs of children with communication problems in early childhood education centers. It is explained that the speech clinician will be present in the regular classroom for a given period of time to implement diagnosing and remediation of communication disorders of children. Speech improvement structure is described as modified block or intensive cycle scheduling plan, with speech development and speech modification theory added to regular curriculum. Implementation and advantages of the combined program from viewpoints of training coordinator, teacher, speech clinician, children, and parents are then presented. Advantages for training coordinator discussed are program and curriculum planning, scheduling, equipment and materials, staff training, and parent information. Advantage for classroom teacher is said to be in the team effort to meet children's needs. The speech clinician's main advantage is explained as being a part of the children's everyday experience. The children are thought to benefit from having no separation out of those having communication disorders, while parents are said to benefit by improved speech performance of their children.

2. Blanchard, Irene. Better Feeding Can Mean Better Speaking. November 1963, 3p. ED 025 306 [Not available from EDRS]

Articulation (Speech); Basic Skills; *Eating Habits; Physical Therapy; *Retarded Speech Development; *Speech Improvement; *Speech Therapy

Man uses essentially the same structure for eating as he does for speaking. Speech, however, is accomplished by elaborating upon the basic ingestion functions of these structures. It is theorized that the appropriate and efficient use of these motile organs in eating should lead eventually to more appropriate and efficient patterns of speech. For example, it is a reasonable assumption that the natural exercise of the tongue and lips while eating is necessary to prepare these structures for later use in talking. A routine for the proper presentation of food especially in the case of the mentally retarded, who often have substantial speech handicaps, includes (1) a significant amount of communication with the child during feeding, (2) positioning the child to face the feeder, (3) presenting just

a taste of food first, not a whole spoonful, (4) encouraging proper mastication, (5) removing the spoon from the lip area at once, and (6) not presenting a different taste until overt swallowing of the last taste has been observed.

3. CEC Selected Convention Papers; Annual International Convention; Communication Disorders. April 1968, 27p. ED 031 862

Abstracts; Articulation (Speech); Attention Control; *Aurally Handicapped; *Conference Reports; Environmental Influences; *Exceptional Child Education; Preschool Children; Primary Education; Program Planning; *Speech Handicapped; Speech Therapists; Stuttering; Teaching Methods; Vocabulary

Communication disorders presentations include the following: expectations of the teacher of the deaf for audiological and psychological services to the young deaf child by Doin E. Hicks; questions and answers on stuttering therapy by Frank J. Falck; the knowledge of words of a deaf child by Toby Silverman; and a comparative study of the modality and traditional treatment approaches to articulation therapy by Anne Carroll. An abstract on the employment environment by Stanley Ainsworth is given. A panel report on communication disorders, specifically attention, discusses a longitudinal study on the primary years by Vilma Falck and gives specific suggestions relevant to the use of language. This unit of reports is available in microfiche.

Availability: CEC Selected Convention Papers, The Council For Exceptional Children; NEA; 1201 Sixteenth Street, N.W., Washington, D.C. 20003 $2.00

4. Friedlander, Bernard Z. Preschool Children's Self-Measurement of Listening Discrimination of Four Loudness Levels of Natural Sounds with an Automated Videotape Free-Play Game. November 1969, 15p. ED 058 936

*Auditory Discrimination; *Aural Stimuli; Comparative Analysis; Language Development; Language Handicapped; *Listening Skills; *Measurement Techniques; Play; *Preschool Children; Response Mode; Stimulus Behavior; Television; Video Tape Recordings

The effectiveness of an automated free-play television game as a means for measuring normal and language impaired children's preferential selection of closely regulated sound values was studied. The subjects were 24 preschool children (18 with normal language function and 6 with language disabilities) from four through six years of age. The instrument system allowed four different pairs of loudness combinations to be presented so that the subjects' response records would indicate which loudness level in each pair they preferred to listen to. All children were tested in four separate sessions on four successive days. Results of the data

analysis show: (1) the children showed significantly different preferences for the Optimal sound level in each of the four conditions, which indicated a relatively high degree of precision as the loudness levels differed by only about 10dB; (2) the language-impaired children were not significantly different from the normals in their preference for the optimal loudness; (3) the language-impaired children were significantly less attentive to the sight and sound stimul than were the normals, and made significantly higher response durations at the higher loudness levels; and (4) the normal children sought the stimulus feedbacks in larger, more inclusive informational units than did the language-impaired children.

5. Goldman, Ronald. Lessons for Speech Pathologists. Using the Initial Teaching Alphabet to Improve Articulation. January 1968, 147p. ED 026 798

Articulation (Speech); Audiovisual Aids; Auditory Discrimination; Auditory Training; *Exceptional Child Education; Initial Teaching Alphabet; *Instructional Materials; Kinesthetic Perception; Lesson Plans; Linguistics; Multisensory Learning; Phonemics; Phonetics; *Preschool Children; *Speech Handicapped; *Speech Therapy; Story Reading; Teaching Methods; Visual Stimuli

Desgined by speech pathologists for use with preschool children, 54 lessons utilize the Initial Teaching Alphabet (ITA). Beginning with the presentation of a single sound and its ITA symbol, lessons progress systematically through all the symbols; synthesis of the elements into syllables, words, sentences, stories, and general conversation is structured; and the program is graded in difficulty. Materials are provided with the lessons and instructions for the therapists include reference to visual, auditory, and kinesthetic perceptual discrimination. Lessons can be used for either group or individual therapy; each lesson contains activities and a story. Forty-four visual symbols relating to phonemic elements of speech composing the ITA facilitate a multisensory approach to remediation of articulatory disorders.

6. Goldman, Ronald. Using the Initial Teaching Alphabet to Improve Articulation. Final Report. January 1968, 39p. ED 026 797

Articulation (Speech); Auditory Discrimination; Auditory Tests; *Auditory Training; *Exceptional Child Research; Initial Teaching Alphabet; Instructional Materials; Multisensory Learning; Parent Participation; Phonemics; Phonetic Analysis; Phonetics; *Preschool Children; Research Reviews (Publications); *Speech Handicapped; Speech Improvement; *Speech Therapy; Visual Discrimination; Visual Stimuli

Twenty-four preschool children (aged 3-3 to 5-6) were studied to test the efficacy of newly developed phonemic-visual-oral materials in the correction of articulatory problems. All subjects were given an articulation test and a battery of five tests to measure auditory memory span and intelligence.

Twelve children received 50 sessions of instruction, 1 hour long, using the new materials based on the Initial Teaching Alphabet and structured to cover auditory discrimination, sound sequencing, visual discrimination, phonemic synthesis and analysis, and rhyming. A control group of 12 was exposed to traditional articulation therapy procedure. The experimental group made significantly fewer erros in articulation after therapy than the control group based on the Goldman-Fristoe Filmstrip Articulation Test ($p = .05$). No significant difference was found between groups in auditory memory skills and intelligence scores. Conclusions were that the experimental, visual-symbol approach has great potential in the modification of misarticulation.

7. Goldman, Ronald; And Others. Using the Initial Teaching Alphabet to Improve Articulation. Children's Workbook and Index for Parents. January 1968. 304p. ED 026 799.

Articulation (Speech); Auditory Discrimination; Auditory Training; *Exceptional Child Education; *Family (Sociological Unit); Initial Teaching Alphabet; *Instructional Materials; Multisensory Learning; Parent Participation; Phonemics; Phonetic Analysis; *Preschool Children; *Speech Handicapped; Speech Therapy; Synthesis; Teaching Methods; Visual Discrimination; Workbooks

Designed to enable parents to help preschool, speech handicapped children enrolled in a program of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Test activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming.

8. Harrison, Robert J. A Demonstration Project of Speech Training for the Preschool Cleft Palate Child. Final Report. August 1969, 85p. ED 035 147

Articulation (Speech); Case Studies (Education); *Cleft Palate; *Exceptional Child Research; Language Development; Parent Participation; *Preschool Programs; Program Evaluation; Speech Evaluation; *Speech Handicapped; Speech Improvement; Speech Therapists; *Speech Therapy

To ascertain the efficacy of a program of language and speech stimulation for the preschool cleft palate child, a research and demonstration project was conducted using 137 subjects (ages 18 to 72 months) with defects involving the soft palate. Their language and speech skills were matched with those of a noncleft peer group revealing that the cleft group was

significantly inferior in receptive and expressive language skills. The program consisted of stimulation in which the mother participated with the child for 1 hour each week; during the period the clinician worked directly with the child, counseled the mother and directed her participation, and observed the mother in language and speech stimulation. The results of the program indicated significantly better progress by those invoved in the program, compared to a control group, in both language skills and speech skills. By the end of the program the children involved had skills commensurate with their chronological age. Appendixes and extensive tables of results are included.

9. Learning to Talk: Speech, Hearing, and Language Problems in the Pre-School Child. 1969, 49p. ED 038 813 [Not available from EDRS]

Audition (Physiology); *Aurally Handicapped; *Exceptional Child Education; Hearing Loss; *Language Development; *Language Handicapped; Parent Role; Preschool Children; *Speech Handicapped; Speech Skills

Addressed to parents, the guide considers children with communication disorders. Information provided covers the nature of such disorders, the function of sound in talking, and the development of speech through the first 7 years of childhood. Factors that may be involved if the child has trouble learning to speak are explained, including hearing, speech, and language handicaps. The parent's role is defined, and books and services are reviewed.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $0.45

10. Moncur, John P., Ed. Institute on the Utilization of Supportive Personnel in School Speech and Hearing Programs (Washington,D.C.). 1967, 81p. Ed 020 609

*Exceptional Child Education; *Personnel; *Speech Therapy; *Speech Handicapped; Nonprofessional Personnel; Manpower Development; Manpower Needs; Manpower Utilization; Conference Reports; Handicapped Children; Personnel Needs; Teachers; School Nursers; Physical Therapy; Counseling; Legislation; School Personnel; Clinic Personnel (School); Audiology; Speech Pathology; Job Training; Educational Programs; Teacher Aides; Guidance Personnel; Hearing Therapy

Institute papers treat the utilization of supportive personnel in school speech and hearing programs. A preface presents the institute's purposes, and an introduction by the editor describes the concerns, attitudes, and conclusions of the institute participants. The report includes the following 10 speeches--"Welcome and Introductory Remarks" by M.C. Fitzgerald, "The Development of Professional Teams in Education and Services

for the Handicapped" by J. Gallagher, "New Careers in New Fields" by A. Brody, "Help for the Professional" by L. Goldman, "Education" by D. Davies, "Nursing" by E. Ulrich, "Physical Therapy" by F. S. Linduff, "Counseling" by C. McDaniels, "Our Crisis" by M. Marge, and "Supportive Personnel--Current Legislation" by J. H. Scheuer. An appendix lists the institute participants.

11. Sklar, Maurice. How Children Learn to Speak. 1969, 53p. ED 033 508. [Not available from EDRS]

Behavior Patterns; Environmental Influences; Etiology; *Exceptional Child Education; *Language Development; Language Handicapped; Parent Role; *Preschool Children; *Retarded Speech Development; Speech Handicapped; Teaching Methods; Verbal Development

Directed both to parents and to professionals, the manual explains factors involved in normal and abnormal language development. Language disorders are discussed, and methods and sources of help are described.

Availability: Western Psychological Services, Editorial Department, Box 775, Beverly Hills, California 90213. $3.25.

12. Speech Handicapped - Programs: Exceptional Child Bibliography Series. February 1971, 14p. ED 052 570

*Annotated Bibliography; *Bibliographies; *Exceptional Child Education; *Program Descriptions; *Speech Handicapped; Speech Pathology; Speech Therapy

References selected from Exceptional Child Education Abstracts and pertaining to instructional programs and therapy for speech handicapped children are listed in the bibliography, one in a series of over 50 such listings concerning handicapped and gifted children. For each of the 49 entries, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. References include manuals, program and curriculum guides, texts, journal articles, conference papers, and other publications.

13. Speech Handicapped - Research: Exceptional Child Bibliography Series. February 1971, 24p. ED 052 571

*Annotated Bibliographies; Articulation (Speech); *Bibliographies; *Exceptional Child Research; *Speech Handicapped; Speech Therapy; Stuttering

The bibliography, which is one of a series of over 50 similar selected bibliographies dealing with handicapped and gifted children, contains 100 references selected from Exceptional Child Education Abstracts pertaining to research with speech handicapped children. Bibliographic data,

availability information, indexing and retrieval terms, and abstracts are given for all entries, which include research reports, texts, journal articles, experimental program descriptions, and other research-related literature. Subject and author indexes to the bibliography are provided.

14. Stark, Joel; And Others. The Non-Verbal Child: Some Clinical Guidelines. 1972, 25p. ED 063 713

*Behavior Change; Case Studies; *Exceptional Child Education; Guidelines; *Language Development; *Language Handicapped; Learning Disabilities; Neurologically Handicapped; Operant Conditioning; *Preschool Children; Reinforcement

Selected principles and procedures related to language training for nonverbal children are presented. The participating children are 3 to 6 years of age and are enrolled at a clinic for a minimal of 3 hours of individual therapy a week. The language problems vary considerably. The possibility of some central nervous system dysfunction is thought to be the major etiological factor for the majority of the children. Principles and procedures are based on behavior change principles and reinforcement theory. Topics discussed include discriminative stimulus, reinforcing stimulus, recording progress, trials, experimental approaches, reversal, baseline, use of consequences, use of tokens, time out from positive reinforcement, antecedent events, programing stimuli, stimulus support, and modifying social interaction. Illustrative case studies are presented throughout the report. Emphasis is on the application of an experimental approach to the modification of language behavior. The role of recent research in language acquisition as well as the relationship of the language training to the social environment is questioned and discussed.

15. Templin, Mildred C. The Identification of Kindergarten Children Least Likely to Show Spontaneous Improvement in Speech Sound Articulation. March 1967, 84p. ED 012 140

*Identification; *Articulation(Speech); *Speech Handicaps; *Kindergarten Children; *Predictive Ability (Testing); Children; Speech Handicapped; Kindergarten; Speech Therapy; Prediction; Screening Tests; Diagnostic Tests (Education); Identification Tests; Minneapolis

An attempt was made to determine whether the measured articulation performance of kindergarten children could pre ict which children would develop satisfactory articulation and which children would continue to misarticulate and need speech therapy by the second grade. In 1960, 2,150 prekindergarten and kindergarten children were given a picture articulation test and an imitation articulation test. In 1962, the children were tested with an imitation articulation test, the Spencer articulation test, and an intelligibility rating. For each of these tests a cutoff score was set to identify approximately the same percentage of children from

the test group as were receiving speech therapy in elementary schools. Results showed the percentage of girls identified by all three tests was smaller than the percentage of boys. The 1962 imitation articulation test prediction was satisfactory for boys and girls, but somewhat better for girls. The 1962 Spencer articulation test prediction was satisfactory for boys and girls, but generally better for the boys. Prediction on the 1962 intelligibility rating was not satisfactory. The hypothesis was not supported that fewer children scoring inconsistently on the 1960 tests would need speech therapy in 1962 than children who scored consistently in 1960. Included are 24 references.

16. Wright, Revilla; Levin, Barbara. A Preschool Articulation and Language Screening for the Identification of Speech Disorders. Final Report. June 1971, 25p. ED 051 889

*Articulation (Speech); Culture Free Tests; *Language Handicaps; Parents; *Preschool Children; School Personnel; *Screening Tests; Speech Handicaps; Standardized Tests; Tables (Data); Test Construction; *Test Reliability; Test Validity; Vocabulary

This report describes the validity and reliability studies done to standardize a preschool screening test developed for identification of articulation and language disorders. The test meets the need for a brief procedure which (1) identifies articulation and language disorders, (2) is not dialect bound and goes across cultural and regional differences in English, and (3) is standardized on a predominately black population. The test takes 5 to 8 minutes to administer and includes basic areas of vocabulary, articulation, and language. A failure in articulation and/or language indicates the need for a longer evaluation. The results of the short screening test are compared with the results of more extensive testing for 152 children enrolled in day care and Head Start type programs. Ages ranged from 2 1/2 to 5 1/2 years, with 25 children in each 6 month age group. Ninety-four percent of the time the screening either agreed with the evaluation (135 children) or gave a false positive (10 children), indicating that this test is an efficient and valid indicator of articulation and language disorders. Communication of results to school personnel and parents for effective follow up is discussed. Tables are included. A testing kit and manual are available.

JOURNAL CITATIONS

1. Hoop, Nancy Hulbert. Haptic Perception in Preschool Children. American Journal of Occupational Therapy, v25 n8, pp415-419, Sep-Oct 1971.

   *Haptic Perception; *Preschool Children; *Tests

2. Potter, Robert E. The Child Who Stutters. Childhood Education, v45 n9, pp522-524, May 1969.

   *Stuttering; *Speech Handicaps; *Early Childhood Education; *Speech Therapy; Speech Pathology

3. Rubin, Kenneth H.; And Others. Non-Social Speech in Four-Year-Old Children as a Function of Birth Order and Interpersonal Situation. Merrill-Palmer Quarterly of Behavior and Development, v17 n1, pp41-50, Jan 1971.

   *Speech; *Birth Order; *Child Language; *Preschool Children; *Interpersonal Relationship; Language Development

4. Silverman, Ellen-Marie. Generality of Disfluency Data Collected from Preschoolers. Journal of Speech and Hearing Research, v15 n1, pp84-92, Mar 1972.

Tape recorded speech samples from 10 4-year-old boys in their preschool classroom and in a structured interview situation were compared for frequency and duration of disfluency.

5. Weiner, Paul S. Mothers' Reactions to Delayed Language Development in Their Children. Exceptional Children, v36 n4, pp277-279, Dec 1969.

   *Exceptional Child Research; *Mother Attitudes; *Retarded Speech Development; Family Attitudes; Preschool Children; Parent Child Relationship; Parent Attitudes

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Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

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George Washington University
One Dupont Circle, Suite 630
Washington, D. C. 20036

JUNIOR COLLEGES
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angles, California 90024

LANGUAGE & LINGUISTICS
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

LIBRARY & INFORMATION SCIENCES
American Society for Information Science
1140 Connecticut Avenue, N.W. Room 804
Washington, D. C. 20036

READING AND COMMUNICATION SKILLS
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION & SMALL SCHOOLS
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88001

SCIENCE & MATHEMATICS EDUCATION
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
One Dupont Circle, Suite 616
Washington, D. C. 20036

TESTS, MEASUREMENT, & EVALUATION
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

VOCATIONAL & TECHNICAL EDUCATION
Ohio State University
1900 Kenney Road
Columbus, Ohio 43212

*ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through age eight, with major focus on educational theory, research and practice related to the development of young children.